

# The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

The best apologetic for the Catholic school is to labor to make it the best school in the land. That can be done only by patient, constructive work. Constructive work demands a study of the field as a whole in order to eliminate waste. It calls for co-operation, intelligence, sympathy.—Mt. Rev. Austin Dowling, D.D., Chrm. Exec. Comm., Dept. Education, N.C.W.C.



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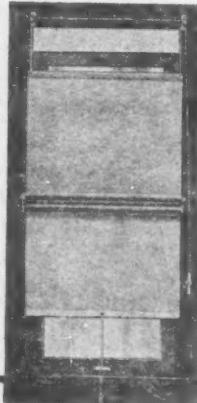
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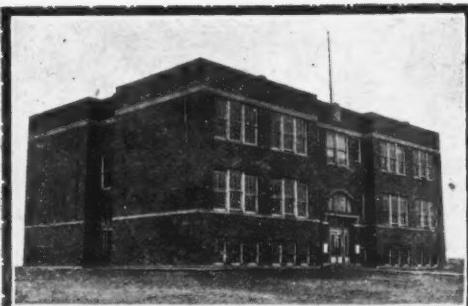
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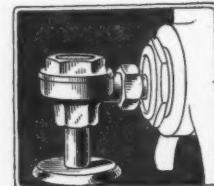
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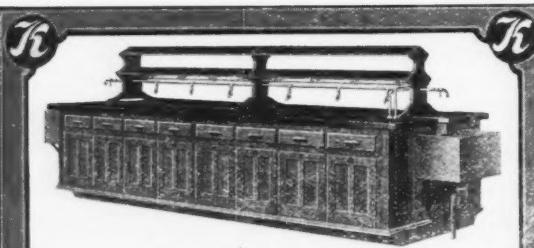
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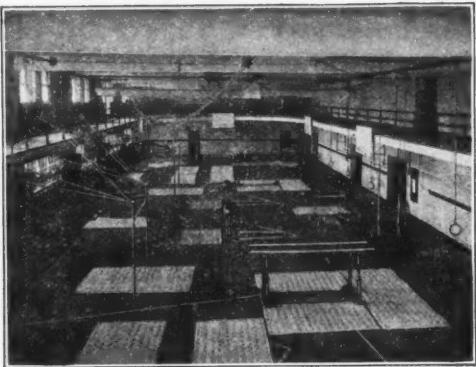
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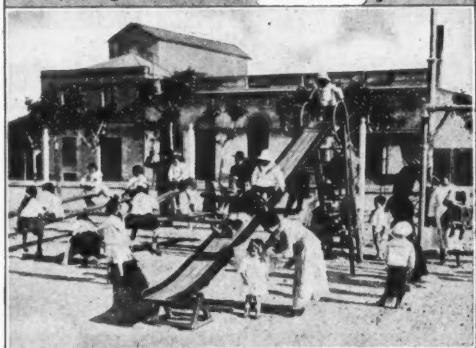
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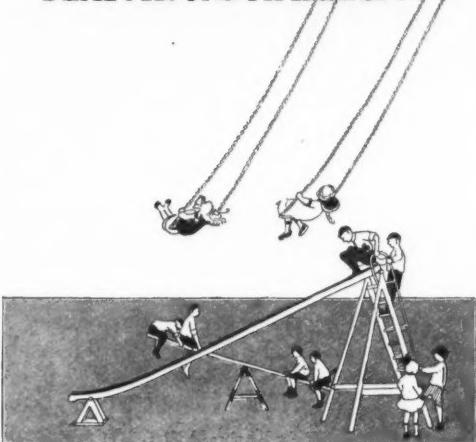
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MILWAUKEE, WIS., FEBRUARY, 1922

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"THE HIGHEST CREDENTIALS." Not long ago changes took place in the management of a Catholic orphanage, the classes became parts of a district public school, the sacred emblems were removed from the classroom walls and a band of ten secular teachers replaced the religious educators who were called by their superiors to other schools. A Catholic paper, in publishing a news article on the subject of the change in management, remarks that the new instructors are educators with "the highest credentials." We wonder if a Catholic paper is not approximating to satire; for, in point of fact, out of the ten teachers in the Catholic orphanage school, just one is a member of the Catholic Church.

A long distance knowledge of the events leading up to the change in the administration of the orphanage leads us to form the opinion that it is unfortunate, but that conditions, and not persons, are to blame. The basic condition is simply this, that we need more religious teachers than it is possible to get. And as a consequence the orphanage school is now taught by nine men and women who have "the highest credentials" for Catholic teaching—except a knowledge of Catholic doctrine and the animating spirit of the Catholic faith.

Yes, it is unfortunate. For the children who attend the orphanage school are children who have had practically no Catholic home environment, no absorption of Catholic ideals at a mother's knee, no intimate and character-shaping Catholic associations. They, more even than the children in our academies and parochial schools, would seem to need the ministrations of Catholic teachers, the saving influence of religion correlated with all the school subjects, the vital contact with men and women consecrated to God. The nine non-Catholic teachers are going to have a difficult task in imparting a Catholic education to those needy and neglected little ones of the flock. For "the highest credentials" of the teacher in a Catholic school are a knowledge of Catholic doctrine and a zeal that springs from deep-rooted Catholic convictions.

BAITING THE C. E. A. "If," comments a writer in The Catholic Fortnightly Review, "the preliminary program of the Catholic Educational Association as announced in its Bulletin is an indication of the actual proceedings, one wonders whether this organization has any real connection with Catholic educational problems or whether its meetings are so many other summer gatherings of Catholics." And he proceeds to list subjects which, in his opinion, the Association ought to discuss.

Criticism of The Fortnightly brand is sometimes salutary, and the Catholic Educational Association is not above criticism. But in this instance the critic seems to be perturbed simply because the officials of the Association do not see eye to eye with him. His list of suggested topics is excellent; but the list of topics set forth by the Association is excellent, too. The Association envisages its problems in its own way, and it is doing a noble and necessary work even though it is not doing it in precisely the order in which the scholarly critic would like to have it done.

The Catholic Fortnightly Review is the salt of American Catholic journalism, preserving all of us from greater insanity and from undue complacency; but salt too often has had the effect of impeding the process of metabolism. Despite its zeal and its learning and its fine Catholic loyalty, The Fortnightly has now and then turned its guns on our allies rather than on our enemies. The Knights

of Columbus, for instance, have long been a subject of its disapproval; yet the Knights have done much to spread and to strengthen Catholic faith and Catholic ideals. They have merely made the unpardonable mistake of not doing it as the like to see it done. We all devoutly hope that some day both the Knights and the C. E. A. will see the light; meanwhile we are thankful that both organizations do at least half their duty half the time

LEADERS IN CHURCH AND STATE. It has been pretty generally recognized that one important function of our Catholic schools is to supply material for seminaries and religious novitiate. We must have leaders in the Church, and it is the logical duty of the schools of the country to supply them. Our teachers realize that when a boy leaves the school to become a priest or when a girl goes to join one of the Sisterhoods, an honor has been conferred on the institution, another star is added to the service flag. In the matter of supplying vocations to the several teaching Brotherhoods some of our teachers have still a good deal to learn, especially that the call to the Brotherhood is a distinct vocation and is not simply the refuge of young men who tried to be priests and failed. But light is growing here, too. In general we are awake to our obligation of fostering leadership in the Church.

But we are not doing all we might do to foster leadership in the state. Thousands of our boys and girls occupy honored and even lucrative positions in the professional and business world, but not so many of them are really leaders in their chosen walks in life. Exceptions there are, to be sure; but I think it is safe to say that among the commercial organizations like chambers of commerce and rotary clubs, among semi-social organizations like big sister movements and women's clubs, the percentage of Catholic leadership is relatively nil. Often the very idea of leadership is foreign to the mind of the graduate of the Catholic school. The other day a national executive of the Boy Scouts spoke as follows: "The one difficulty we have with our Catholic troops is to get hold of Catholic business and professional men to act as scoutmasters. It is a difficulty that is practically negligible except in the case of our distinctly Catholic troops. Your laymen do not seem to realize the importance of such work."

Such are straws which show how the wind blows. Yet never, possibly, in the history of the Holy Church has there been a time that to the same extent as our time demanded the active and intelligent service of the Catholic lay leader. Our Brothers and Sisters are alert and progressive; we have the finest clergy in the world, the most capable and devoted. All this is well. But there is work to be done—Catholic work—in this country that neither the priest nor the religious can do or ought to do. Where are the lay leaders to do it?

The American hierarchy has recognized the lack, and in giving its hearty approval to such organizations as the Knights of Columbus and the Catholic College Alumnae, especially by its formation of the National Catholic Welfare Council, has demonstrated some of the ways in which the lack may be supplied. But not even the Bishops can quite do it all. From our point of view, the main thing is for the teachers in our Catholic schools to realize the need of supplying material for leadership in the state as well as in the Church. And one way to show a realization of that need is to urge ever and always upon par-

## The Catholic School Journal

ents and upon pupils the necessity of our parochial school graduates entering our higher institutions of learning. As Bishop Carroll of Helena well said in a recent utterance:

"Higher education is the key to leadership in material, as well as other things. It is the college education that makes our leaders, both in church and state. We need men and women who have an understanding of the foundation of church and state, who know the meaning of civilization, who have the courage to fight against tyranny and autocracy, who are filled with the spirit of our American institutions."

**THE LIGHT AND THE BUSHEL.** It was recently suggested to a distinguished American priest who writes a good deal on educational subjects that he now and then tells something of the methods and personality of some of the very capable members of religious orders who are doing excellent work in the Catholic schools of the country. His reply is worthy of attention. He writes:

"Your suggestion about giving an occasional sketch of the Sisters who have done and are doing exceptionally good work in both elementary and secondary education is a good one, but I fear that some of the superiors would object most strenuously. Some that I have already spoken to seem to be very much opposed to such sketches. I realize their objection is a trivial one: it is like one of those traditional customs that live on indefinitely. Our religion does not require us to hide our light under a bushel. In fact, we have suffered much from this very thing. The non-Catholic people of America do not realize the number of scholarly men and women who are teaching in the Catholic schools of this country; and many Catholic men and women haven't the least idea of the great and glorious work that is being done in our institutions of learning. Every one of them ought to know it. It would have a tendency to make them proud of their religion and their Church."

Not only every good religious, but every truly refined man or woman, has a distinct horror of anything that looks like self-exploitation; and all sensible persons know that praise and publicity have a bad effect on light and shallow personalities. But sometimes there are good and legitimate reasons for permitting our light to shine before men. The teachers who would be the subject of our correspondent's sketches are not light and shallow characters, and it is highly improbable that the publicity given them would weaken either their teaching zeal or their religious spirit. Whether we like it or not, this is largely an age of advertising; and it is the spirit of Holy Mother Church to conform in non-essentials to the spirit of the age.

**GOOD ADVICE.** "But since, as Solomon says, wisdom enters not into an evil mind, and knowledge without conscience is only the ruin of the soul, therefore serve, love and fear God, and in Him place all thy thoughts and all thy hope; and be joined to Him by faith which works by love. . . Give not thy heart to vanity, for this life is transitory, but the word of God abideth forever. Be serviceable to thy neighbors and love them as thyself. Revere thy teachers, flee the company of men whom you do not wish to resemble, and receive not the grace of God in vain."

Who is the giver of this excellent advice, advice redolent of Holy Writ and at the same time impregnated with the highest human wisdom? Are we quoting St. John Chrysostom? Or St. John Baptist de la Salle? Or the Blessed Cure of Ars? Or Mother Loyola? Or one of our good American bishops addressing a graduating class?

We are quoting Francois Rabelais. The passage occurs in Book II, and is a part of the very sapient letter addressed by Gargantua to his son Pantagruel.

Ordinarily we should hardly look to Rabelais for spiritual counsel; but when we get it we receive it with thanks. The father of French literature, as Chateaubriand designate him, did not always write unto edification. His animal spirits were gross, to say the very least, and his jibes against ecclesiastical authority and the doctors of the Sorbonne made him, in his own day at least, decidedly unpopular in clerical circles. Yet, like Erasmus, he was no

(Continued on Page 426)



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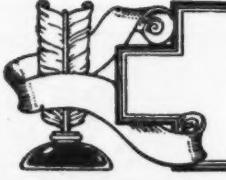
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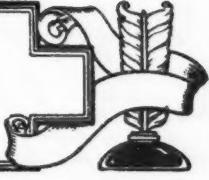
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## Everybody's Business



By Brother Leo, F. S. C., L. H. D.



Brother Leo, F. S. C.

King Charles was dragged in by Mr. Dick in "David Copperfield," when the correlation is attempted, not because the teacher senses its potentialities, but because somebody in a summer institute told him that it is, so to say, the proper thing to do—then the effort defeats its object and correlation becomes an unpedagogical device. It is not done because it is overdone.

But one form of correlation cannot be overdone; and it cannot be overdone because everybody ought to be doing it. Assuming that in our schools the English language is the medium of instruction in substantially everything from Christian Doctrine to callisthenics, from mental arithmetic to manual training, then there is a field for a natural and necessary correlation of English with every subject in the curriculum. The daily schedule may assign a definite hour for instruction in English, but in reality every hour is given, at least indirectly, to that purpose; the administration roster may identify one of the school staff as the teacher of English, but in calm and sober truth, every teacher performs that important function. The teaching of English is everybody's business.

Straightway we recall the familiar adage that everybody's business is nobody's business; and if ever epigram bore testimony to the truth, it is certainly that bit of practical wisdom applied to class and teacher. That everybody's business is nobody's business helps us very materially to understand why our pupils do not talk better and write better, read better and appreciate better,—that, and another proverbial preaching, "Familiarity breeds contempt." We dwell so continuously—some of us even exclusively—in the goodly palace of English speech that we lose our sense of awe and wonder and essential reverence and, as Carlyle would say, grow horribly at ease in Zion. In our eagerness to explain a problem in algebra or to carry to a successful conclusion an experiment in physics we fall into slipshod English—a proceeding most illogical, to be sure, but undeniably prevalent; and our pupils, many of whom admire us as human beings and esteem us as teachers and in all cases imitate us by reason of the very laws of propinquity, fall into similar habits of inaccuracy and solecism, of lack of charm and force and urbanity. Both we and they speak English so very much that we fail always to speak it well.

But the children are worse off than we. For while we, in the shelter of our communities live in an atmosphere where at least the grosser forms of bad English are excluded, the children—many of them at least—spend most of their time in the out-of-school environment of the public playground, the vacant lot, the athletic field, the corner grocery and the uncultured home where to seek after anything approximating to refined speech is considered

a mark of affectation and snobbishness. And they seek diversion in the alleged comic section of the newspaper where degenerate speech vies with degenerate art to debase the aesthetic standards of readers old and young. Then they go to the moving picture theater and have impressed vividly upon their memory a score of vulgarisms and colloquialisms derived from the usage of wharf rats and yegg men and second-hand clothes merchants, and gaze upon captions and explanations flashed upon the screen in forms usually ungrammatical, sometimes ill-spelled and invariably punctuated in a manner calculated to grieve the judicious.

Like the moral transgressor, the teacher of English—and we are all teachers of English—travels in a way that is hard. For not only must he teach good English, but he must fight, persistently and unceasingly, against the campaign of bad English waged against him both from without and within. Considered from this point of view, his work is the most difficult, and frequently the most discouraging, undertaken in the school. In comparison, the teacher of mathematics or the teacher of geography has a relative sinecure. It may be a matter of some difficulty to impress upon a pupil that seven times six is forty-two, but at least you are not blocked and baffled by some outside influence that endeavors to make the pupil believe that seven times six is forty-nine. It may require time and patience to make a pupil realize that Chicago is situated on Lake Michigan, but there exists at least the negative consolation that nobody else is endeavoring to convince the pupil that Chicago is situated on the Lake of Geneva. But the moment you undertake to teach a pupil that "He don't like them apples" is for two important reasons unpardonably bad English or that the verb *lay* is a transitive verb, you not only have to reckon with the normal weakness of youthful perception in affairs linguistic, but also and especially you have to take into account that the moment the pupil walks out of the class room he is liable to meet somebody who habitually employs the contraction of *do not* in the third person singular, who accepts a personal pronoun as a convenient substitute for a demonstrative pronoun and who valorously assumes that any distinction between *lie* and *lay* savors of offensive pedantry.

The conscientious teacher of composition, finding the absurd locution, "He must of *went* home," in one of the class themes, does all that in him lies to impress the children with the impropriety of using a preposition in place of an auxiliary verb and the past tense in place of the past perfect. And the class may be impressed. But at the next period in comes the teacher of physics or the teacher of physical culture who talks so hastily, enunciates so imperfectly and pronounces so carelessly that when he remarks, "You should have placed that on the other side of the room," the *have* sounds like *of* and the work of the English teacher is undone. And then, as a fitting end of a perfect day, the friendly janitor confides to the dismissed class that he "just *seen* the circus parade go by." "I wish I could of *went*," sighs the bonniest laddie of all the group; and the poor English teacher goes forthwith to the chapel and makes an act of confession.

It is needless here to indict the janitor for his manifest misdemeanors. But the teacher of physics or physical culture needs to be persuaded of the propriety of speaking distinctly. We have heard of a teacher of history who, presiding at an examination, told the pupils that he didn't care anything about punctuation so long as they had the dates right. In consequence the punctuation of those papers was fearfully and wonderfully made. And we know of a teacher of penmanship who secured such excellent results that his superiors urged him to

put the work of his best pupils on exhibition. He did so; and incidentally he put on exhibition an array of bad spelling that would have made an orthographic angel weep. Somebody gently called his attention to the hopeless confusion of *ie* and *ei*, to a scarcity of *m's* in *commerce*, and to an outlander *c* in the middle of *censusus*. He gazed upon the errors with something of that look of wild surmise associated with the discover of the Pacific Ocean, and then explained in effect that his business was to teach penmanship, not spelling, and that, anyhow, the exhibition papers were supposed to represent not orthographic perfection, but calligraphic excellence.

Possibly the cases we have cited are extreme; but at least they are symptomatic. They serve to point the moral and adorn the tale; they bear witness to the significant fact that oftentimes the enemies of the teacher of English are those of his own household. More consolatory, though less typical, was the procedure of an instructor in engineering in one of our colleges. "I can overlook a good deal in mathematics," he said to a group of freshmen, "for your work in the upper division will be largely in mathematics, and you will find it absolutely necessary to strengthen your weak points in order to make progress. But what I cannot overlook is any deficiency in English. You are going to have only two years of that subject in college, and during those two years you must secure such a knowledge and such a skill in it as will serve you all through your professional career. Let it be understood once and for all that any man who fails in Freshman English will not be admitted next year to the Sophomore engineering courses." The spirit of that instructor is the spirit that should animate every educator, whether in college, in high school or in the grades. It is the spirit of intelligent team work, the spirit of friendly cooperation. It is an attitude which recognizes the truth that ought to be obvious to everybody concerned, the truth that English is the medium of instruction in every subject and that in all subjects the English should be good English.

All this is no plea for the domination of the school by the department of English. It is no plea for the elimination or diminution of other essential subjects. It is no plea for the transformation of a class in science into a literary academy, or for the commutation of the religion period into a discussion of correct English usage. Nor is it an effort to lighten the burden of the teacher of English at the expense of the teachers of other subjects. As a matter of fact, once the necessity of insisting on good English in all classes and at all hours of the school day is recognized by the teachers of all subjects, the work of every department will be facilitated and the burdens of all the instructors rendered less galling. Cloudy English on the part of teachers, inaccurate and inelegant English on the part of pupils, constitute sand grit in the academic machinery; insistence on good English and the exemplification of good English by all the teaching staff will do much to lubricate joints and eliminate friction.

In our Catholic schools, of whatever grade, we accept as true that each one of us—whether he teach arithmetic or physiology or literature or music—is first and foremost a religious teacher and a teacher of religion. We tremble at the very prospect of scandalizing the weak; we reprove any manifestation on the part of our pupils of indifference or disrespect toward sacred things. No matter what we teach, we seek, consistently, persistently, yet unobtrusively, to form a Christian character in our pupils, to instill salutary ideals of life and conduct, to prove in every possible way that the religious habit we wear is a uniform in which we find our joy and our glory. And all this we do because we realize, intimately and vitally, that religion is a matter of moment to all of us, that the teaching of religion is a duty incumbent upon all of us—that, in short, it is everybody's business.

Well, so is English a matter of moment to all of us, so is the teaching of English everybody's business. And just as the most important phase of religious instruction is not the formal lesson in Christian doctrine, but rather

(Continued on Page 426)

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**METHODS OF TEACHING.**

Sister M. Louise, Ph.D., S.S.J.

In pedagogy we distinguish between "teaching with method" and "teaching according to a fixed method."

Teaching with method implies following a logical order in explaining a question. We put forth ideas in their relation to principles, and facts in relation to laws. It means, moreover, that we select and arrange the ideas and facts we wish to study, then develop them according to their connection or natural dependence. Lastly, it presupposes that we give the pupils a series of progressive exercises or drills that should aid them in mastering an art or science. Thus, in composition, a methodical teacher does not require of young pupils in the beginning to write letters, or narratives, however simple they may appear. A letter, a narrative, is made up of sentences, and sentences, of words. Hence, he will commence with a series of drills, his purpose being to get the pupils to understand the meaning of ordinary words or words of common usage. This method will enable them to study words new to them and thus enlarge their limited vocabulary. It will also teach them to eliminate in a given theme, isolated propositions, then sentences from several propositions. It will, finally, teach them to compose or develop subjects in harmony with their knowledge, a short topic whose parts are logically linked together, and thus produce a unified theme.

Teaching according to a fixed method means to pursue a determined step in order to give a lesson with results. A teacher should always teach with method; but he may, according to circumstances, one or another method.

Is it incumbent on the teacher to study the theory of methods of teaching? There is no room here for doubting his or her obligation, for study makes perfect. Hence, speaking generally, the best method is not that which he or she conceived, conformable to personal dispositions or to the class taught, but the method which has been practiced for a long time, provided it be good. Here, as in all other things, practice should illumine theory.

A method is good, 1, when it is precise without being dry, concise without, however, sacrificing anything essential, easy and adapted to the mental development of the pupils; 2, when it stimulates in them a taste for work and when it exercises their faculties, particularly reason and judgment.

Since there are two ways of attaining to truth: either by obtaining it from a teacher or by finding it by our own endeavor, so there are, in teaching, two general methods, namely, the dogmatic or explanatory method, and the inventive or Socratic method. We shall explain them and we shall, then, study the general procedure of demonstration: analysis and synthesis.

**I.—Dogmatic or Explanatory Method.**

For the teacher the dogmatic or explanatory method consists in orally developing a subject, without asking any questions of the pupils during the lesson.

1. I write the following words on the blackboard: James, Mary, carpenter, teacher, pupil, merchant. Then I say to the pupils: The word **James** designates a person; the word **Mary** also signifies a person; the word **carpenter** likewise indicates a person; the same is also true for the words **teacher**, **pupil**, **merchant**. Now all words which stand for a person are called **Nouns**. Then, I suggest this exercise: Write the names of persons to be found on a page of your reader.

On the same or following day, I write on the blackboard the words: Cow, horse, dog, cat. Then I say: The word **cow** stands for an animal, the word **horse**, an animal, etc. All those words which mean animals are **nouns**. I give as exercise: Write all the names of animals found on a page of your reader.

In a third exercise, I explain in like manner the words, stone, water, iron, sugar, candy, as names of things; then I assign them a corresponding task.

The next step is to put review questions upon the three categories of nouns, and I conclude dogmatically with the definition of a noun: The noun is a word which stands for a person, an animal, or a thing.

2. Inversely, provided we are not teaching too young pupils, we may begin with the rule and confirm it by examples. Suppose that we explain in a grammar lesson the agreement of the verb with its noun.

Take the rule: The verb must agree with its subject in person and number. Follow the same process as in the foregoing and then question the pupils on both rules and assign a suitable exercise.

3. During the reading lesson, if I comment upon a text without provoking the pupils to explain it themselves, I teach dogmatically. Suppose the following verse:

**Life That Is Felt.**

A tender child of summers three,  
Seeking her little bed at night,  
Paused on the dark stair timidly,  
"Oh, mother! Take my hand," said she,  
"And then the dark will be all light."

I say: This tender child was afraid of the dark. She was going to bed and had to go upstairs where all was dark. It was natural for the child to be timid and afraid. But notice how nature asserts itself. She instinctively calls upon her mother to take her hand and lead her to bed. The mother's touch restores the child's confidence and instantly all is light. Thus it is that when danger surrounds us we call for mother to help us and we are immediately restored to peace and feel perfectly safe. Consequently, we should ever show our love and gratitude to our dear mother and be to her a joy and pleasure. Then I explain summers three, paused, dark stair, dark will be light, and ask review questions.

4. In arithmetic, if we have to explain the theory of division of whole numbers, we will give first the definition: Division is an operation by which we find how many times a number called the dividend contains another said to be the divisor. The result of the operation is called quotient. And we apply this definition with divisors, having one or several numbers.

Then we add that the product of the quotient by the divisor, plus the remainder, should be equal to the dividend; then, as check upon the preceding operation, we multiply. This is called a proof. The pupils are not questioned during the explanation. This is the dogmatic method.

The explanatory or exposition method has its advantages. It permits the teacher to run through a program rapidly, since it eliminates digressions, tentative methods, which not infrequently lead to hesitancy on the pupil's part. It is likewise for the pupil an excellent lesson in logic, where he learns to follow an idea to its complete development, upon condition, however, that this development is not too extended.

It is not, however, without its disadvantages when used alone. It may happen that the teacher lacks control over his pupils, or the talent of clearly presenting the subject, and consequently, the pupils remain passive, and readily give themselves up to distractions. Even when the teacher has the facility of commanding attention, he does not always escape the danger of imposing upon some pupils cut-and-dried judgments, and hence habituate them to be satisfied with mere words.

The explanatory method suits the advanced classes and the teaching of science. It would be folly to use this method in elementary or grade classes in giving lessons, whose nature would demand the Socratic method. The pupils are ignorant of the subject and it is a loss of time to pile questions upon questions to draw knowledge where it is not to be found. If it be question of explaining an historical, a geographical, or mathematical fact, it is futile to make pupils discover that by questions, especially when they are ignorant of the subject. The dogmatic or authoritative method is the only one to be used to advantage.

**II.—Socratic or Interrogative Method.**

By the Socratic or interrogative method, also called the inventive method, the teacher stimulates the mental activity of the pupils by means of well-chosen questions, so linked together, that they are able to think out for themselves the fact he wishes to teach them.

It is essential to bear in mind that Socratic questioning is quite different from questioning by way of examination. The object of Socratic questions is to ascertain whether the pupils have understood the lessons, principles, or definitions. Such questions appeal especially to reflection. Questions asked at the beginning of religious instruction, relative to truths taught the day before, or those asked in the course of a lesson on grammar, history, science, to discover if such and such a rule, remark, or historical and scientific fact has not been forgotten, are examination questions; they appeal to memory. By examination questions the pupils are made to repeat that which they have learned; by the Socratic questions they are led to find out something which they did not know before.

The Socratic method presents indisputable advantages. It always progresses from the known to the unknown, allows the teacher to ascertain if the pupils have a satisfac-

tory knowledge of the lessons already explained, and hence obliges him to keep within the mental grasp of his auditory. It proceeds slowly and gives the pupil every facility of understanding the subject-matter; it arouses and sustains the attention of the class, by the continuity of questions which the pupils simultaneously seek to answer satisfactorily. Moreover, it increases the interest which the teacher himself takes in the lessons that he has prepared with special care, and is an excellent means for the mental development of the pupils, in whom it provokes reflection, exercises judgment, and expands the faculty of observation. Again, it procures for them occasionally the pleasure of discovery, which serves as a means of emulation as well as a reward, and habituates them to express themselves with precision and accuracy. Lastly, it may prove a help in their moral formation, for it encourages the timid, spurs on the indolent, and owing to the difficulties it proposes to the presumptuous, it brings them back to a more just appreciation of their knowledge.

But to reap such advantageous results, the Socratic method must needs be of ready application and be made adaptable to all kinds of lessons. It requires, moreover, that the teacher possess suitable authority, an exact knowledge of his subject-matter, that he minutely prepared the questions to be proposed, and show a happy facility of expression as well as ability to avoid useless digression.

In the same lesson, the Socratic questions should be neither too multiplied, nor too slow, nor too hurried. They should be adapted to the mental capacity of the pupils taught, and, withal, should be neither too simple nor too difficult for the whole class. Therefore, these questions do in no way resemble the defective process which consists in including a part of the answer in the question. With the young, it becomes a marvelous instrument to develop in them the philosophic sense. Two examples of lessons taught by the inventive method are here given:

I. Suppose I wish to make the pupils understand the use of the conjunctive pronoun. I may proceed thus:

**Preliminary Review.**—I give some questions on the previous lessons: What is a noun? A complement? A pronoun? and I ask for some examples.

**Preparation.**—I draw a vertical line on the blackboard, dividing it in two parts. On the left side, I write examples suitable for the outline of the lesson; on the right side, I write the corresponding rules.

**Question:**—First example: **The book is interesting.**

Q.—Of what book are we speaking? Of yours? Of mine?

A.—It is not stated.

Q.—How many propositions in the sentence?

A.—One.

Second example: **The book which my mother gave me is interesting.**

Q.—Does this sentence include the first proposition?

A.—Yes; **the book . . . is interesting.**

Q.—Is there something more in the sentence? How many propositions? Read them. I underscore them, but not the word **which**.

Q.—Do you know now of what book we are speaking?

A.—Of the book which my mother gave me.

Q.—What are the words which indicate this book?

A.—**Which my mother gave me.**

Q.—What did my mother give me?

A.—A book.

Q.—What word replaces, in the second sentence, the word book and connects the two propositions: **The book is interesting and my mother gave me?**

A.—It is the word **which**.

Q.—What do we call the word which stands for the noun?

A.—A pronoun.

The pronoun **which** connects it with the word book, whose place it holds in a proposition: **my mother gave me**, is a **conjunctive pronoun**. I write the definition on the board and have it repeated: **The conjunctive pronoun is a word which joins the noun whose place it holds in a proposition, which explains or determines it.**

The word which is replaced by the conjunctive pronoun is called its **antecedent**, an expression which means what goes before; thus, the noun **book** is the antecedent of the pronoun **which**.

(Concluded in March Issue)

Teach the unskilled with gentleness; show him the right way to work; and God, Who sees all your efforts, will smile on your patience and send you help in all your difficulties.

### THE TEACHING OF HISTORY.

By Sister Marie Paula, B. V. M., Ph. D.

All that one could say to teachers of history might, perhaps, be summed up in the three words INTEREST, VISUALIZE, VITALIZE. Make your children love history, see it, live it.

The majority of people are willing enough to admit that the study of history is utilitarian and cultural, but how few, comparatively speaking, recognize its educative value! We would like to pause a moment on this word educative. So many of us seem to think that "educate" means "to push in" rather than "to lead out." Hence our efforts to force into the pupil's mind the greatest possible number of facts, too often but loosely strung together, and thus produce a mental indigestion which naturally results in a distaste for further mental nourishment.

If this process is dangerous in the teaching of any subject, it is more especially so in the teaching of history. History is by its very nature a collection of facts and, unless tact and method are used in teaching it, the subject will almost certainly prove distasteful, at least to the younger pupils. The teaching of history has, too, a peculiar importance in that it deals with man's will power and moves in the province of motives and purposes. Man's freedom of will is indeed the soul of history, for this freedom reveals or realizes itself in so modifying man's environment as to adapt it to his needs or his desires.

Before speaking of the methods of teaching history it might not be out of order to say a word about history itself, since a clear concept of the matter to be taught is the first requisite for thorough and effective teaching.

History, in its broadest sense, is everything that ever happened; it is the story of man living in social relations in the world as traced in various records and memorials. More narrowly, it is the story of man living in the higher social relations that constitute the civil state of society. Finally, it is the channel through which are conveyed to man the past experiences of the human race. Historical facts form its subject-matter, but these facts considered separately are not history; to make them such one must bring them together and integrate them with reference to their relations.

While the study of history is sometimes decried by those who fail to see the good accruing to the present from a knowledge of the past nay, while even some teachers of history—may we venture to say especially those in elementary schools?—are ready to call it "tiresome", most of us are willing to accord this study a disciplinary value both great and varied. Taught even in the poorest way, that is by iterating and reiterating disorganized facts, history still trains the memory at least to some extent; taught philosophically, the facts having been wisely chosen and properly organized, it yields to no other subject in mnemonic value. It trains, also, the imagination, for history is man-picturing as geography is earth-picturing. It disciplines the mental faculties in general. Facts must be analyzed, inferences and conclusions drawn, judgments passed. It tends to awaken thought and to give an insight into character. Finally, it sets up for conscious imitation ideals of conduct, of patriotism of social service, and inculcates practical knowledge which can be turned to account in the daily occurrences of life.

Admitting that the study of history can do all this, let us ask ourselves honestly if it does do it for the children whom we teach. If not, why not?

The number and variety of methods suggested for teaching of history render it impossible to discuss them all in the space accorded this paper; we shall therefore content ourselves with discussing those which seem best fitted for the teaching of history in our elementary schools. We must remember, moreover, that methods are only means to an end and that consequently they should be used in so far as they help to reach that end and no farther; a slavish devotion to methods is as harmful as a judicious use of them is helpful.

This word of warning naturally suggests the question; what is the end to be reached, the aim in teaching history in the elementary schools? According to the syllabus (Continued on Page 420)

A STUDY OF BEETHOVEN AND  
THE FORMS IN MUSIC.

By Rev. F. Jos. Kelly, Mus. Doc.



Rev. F. Jos. Kelly

In history, we find that the advent of great men takes place just at the time when there is need of them. This is so true that it is regarded as inevitable. In the sphere of music we find this to be the case in a remarkable way. Just at the time when monophonic music was deteriorating, a master-mind appeared, who conceived a new style of music never before thought of. Palestrina, the "princeps musicae," brought into being that sublime form of music known as the polyphonic style. For centuries the different styles of music were developed, each in its own sphere, neither of them having anything in common. Here a master-spirit was needed to take the various elements of all these styles, to mould them, and to fuse them as it were, thus creating a new, complete, organic work of art. As in all past history of the art of music, a genius was found, who was able for this gigantic task, and this genius was Ludwig von Beethoven.

It was the mind of this great man that first thought of separating the essential from the non-essential parts in the various styles of music, and of taking the essential parts and creating a new art. Polyphony, that style of music which was brought to the zenith of its perfection by Johann Sebastian Bach, in the mind of Beethoven, becomes a means and not an end. Melody, the characteristic of that solemn style of music known as Plain Chant, is contrasted by him with other elements, so that the beauty of it appears in all its splendor. Harmony, the principal charm of monophonic music, is made an integral part of the musical composition, instead of being merely a background and a support for the melody. Rhythm, until now, nothing more than a measured medium for carrying the melody, becomes a means of expression in itself. All these elements, which were treated individually before, and each for its own sake, were gathered together by this great mind, and an entirely new art was the result. His style showed a tendency towards freedom of expression, rather than adhering to fast and set rules, and the assertion of individuality in his compositions is more striking than in those of any other composer before or since his time.

The music of Ludwig von Beethoven is, above all things else, universal in the sense that it expresses the strivings, the hopes, the despairs of the human race, all the phases of human feeling, with a sense of proportion and a wideness of vision, that we realize in listening to it, some of our own sorrows and experiences. We cannot say

that the compositions of Beethoven are sublime, but we can safely hold that they possess what no other composer can lay claim to, namely, a joyous freshness and spiritual elevation which have been scarcely if ever equalled. The freedom of expression that characterizes his compositions is exemplified by the intensity of passion and the depths of emotion linked with the joy of living, all of which are reflected in his great works.

Beethoven can never be accused of being guilty of the deadly sin of being uninteresting. Of this important element of composition, he was always the master. His melodies possess a beauty that always delights, and when this delight seems to pall on the hearer, an unexpected modulation surprises us, and reawakens interest, by transporting us from one state of mind to another. He treated music as an art, for the expression of every emotion, whether pleasurable or painful, through the medium of highly organized sound. As the emotions are subject to change, suddenly, so the expression of this change in his music gives it a variety and a human touch, so that no other composer before him or since has equalled him in this particular. The more we study him, the more we find in him. Judging music from the standpoint of feeling, Beethoven reaches the highest point in its development.

Humor is one of the chief characteristics of this musical genius. In fact, there is a peculiar kind of musical humor pervading his works, that one finds in those of no other composer. In his rondos, minuets, and scherzos, his humor is irresistible. In order to avoid monotony, and of attracting lasting novelty, he brings in all manner of shocks and surprises, thus infusing humor and irresponsibility into his classic masterpieces. In his scherzos especially, we find a bustle and restless activity, and an excitement which is most welcome and appreciated. Whimsical themes, notes jumping backward and forward over long distances, quaint little cadences, with staccato touch, striking rhythms, dissonant harmonies, conspicuous alterations of loud and soft, all these and many other devices are used by this great man, to give vent to a musical humor which was all his own.

Beethoven possessed in an eminent degree, the root faculty of all art, the faculty of form. Like Michael Angelo, he drew in large, bold outlines, massing his musical thoughts with wonderful skill and facility, always keeping in mind the outcome of a musical masterpiece. In attempting to give some idea of his genius we are at a loss for words to express the vastness, the versatility, the penetration and the subtlety of his intellect. The greatness of his genius can be said to transcend that of any man, no matter in which field of art it may have been exercised. He is the tone master, par excellence, exploring the hidden recesses of the heart of man and giving expression to them musically, so that they are perfectly understood by the hearer.

There is one striking feature in the music of Beethoven that is not found in that of any other composer. The impression left at the close of one of his sonatas or symphonies, is one of

perfect satisfaction; all agree that they have listened to a work of art. They are the most perfectly satisfying examples in musical art. He always keeps the interest of the listener at its height, by vivifying his compositions by his intense individuality. The whole body of his music pulsates with life, is artistic in the extreme, no single theme stagnating. He had a particular fondness of leaving his listeners in doubt until the last moment as to his design or conclusion, leading them away for a time from the theme, and then coming back to it, thus stimulating an intense interest as to his ultimate purpose and design. In this particular regard no composer ever approached him.

In Beethoven's time, the sonata and its auxiliary forms were fully developed. But it was he who gave to them an originality and power, which clothed them with a profounder meaning and a wider range than they ever had before. The sonata form at this time was a classic subjected to hard and definite rules. But under the magic touch of a Beethoven, it became a means of expressing every feeling and emotion. Before the time of this great genius, there was a sharp disjunction between the different themes of the sonata, but with Beethoven, the hearer is at a loss to know where one theme begins and the other ends. Again, to produce certain effects, he uses fragments or parts of his themes in such a way as to produce the effect of presenting his themes in entirely new aspects. These are only some of the means he makes use of that account for the effects he produced.

The sonata form, although created by Haydn and Mozart, was finally established by Beethoven. But Beethoven, even after the innovations that he made in this particular form, was not entirely satisfied. In his last works he seemed to make a supreme effort to express himself more fully. But it was a vain struggle. The sonata form, sacred as it was, would have been disregarded by him, if he had found any other vehicle of musical thought, that would give better expression to the sentiments of his noble soul. The sonata form was the great discovery in its day. As Bach is the personification of the fugue form, so Beethoven was the great exponent of the sonata form, and always expressed his thoughts in that particular form. There is never a moment in a single one of his sonatas that is uninteresting. In order to appreciate him, one must feel rather than understand him.

Beethoven's personality is reflected in all his works. Unlike the sonatas of other composers, one does not stop at the different figures of Beethoven's sonatas to admire them, but it is the whole idea, the entire movement, that one goes after, that complete entity which the hearer feels he wishes to express. It is the wonderful unity in his sonatas that impresses both the player and the listener. This unity is not found in the sonatas of Mozart or Haydn. There is a something in the Beethoven sonata, which gives one the impression that the whole four movements are one and the same musical idea. But it must not be understood that the unity of his sonatas is broken

(Continued on Page 423)

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**THE CATHOLIC SCHOOL JOURNAL,**  
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Webster tells us that "slang" is a  
new word that has no just reason for  
being, a popular but unauthorized  
word, phrase, or mode of expression.  
Dr. Bradley thus animadverts on the  
subject of slang:

A slang expression, like a nickname,  
may be used for the purpose of  
concealing the meaning from un-  
initiated hearers, or it may be em-  
ployed sportively or out of aversion to  
dignity or formality of speech.  
The essential point is that it does not  
like the words of ordinary language,  
originate in the desire to be under-  
stood. The slang word is not invented  
or used because it is in any respect  
better than the accepted term, but  
because it is different. No doubt, it  
may accidentally happen that a word  
which originates as slang is superior  
in expressiveness to its regular  
synonym (much as a nickname may  
identify a person better than his name  
does), or that in time it develops a  
shade of meaning which the ordinary  
language cannot convey. But when  
such a word comes to be used mainly  
on account of its intrinsic merit, and  
not because it is a wrong word, it is  
already ceasing to be slang. So long  
as the usage of good society continues  
to proscribe it, it may be called a vul-  
garism, but unless the need which it  
serves is supplied in some other way,  
it is likely to find its way into  
standard speech.

Some years ago, there was pub-

## The Catholic School Journal

lished in London, a seven volume  
work on slang, a sort of dictionary of  
words, known as slang. This work  
has been abridged and now printed in  
this country. It shows that nearly  
every class of persons has their  
peculiar words, which may be placed  
in the category of slang, the boy at  
school and in his play and games, the  
worker in every trade, the "hobo,"  
the pickpocket, and the burglar. The  
electrician astonishes his neighbor,  
when he talks about the current of  
electricity as "juice," but it is not con-  
sidered slang, when a printer says  
he set so many "sticks," although  
this word might years ago been so  
considered, today this has become a  
technical word and as such is good  
language. Many slang words and  
phrases have their day and soon are  
forgotten, while others seem destined  
to live and become a part of our lan-  
guage. Perhaps in no part of the  
world is slang more used than in our  
country. The story is told by an offi-  
cer of the late war, that a soldier as  
soon as he landed at Brest, found his  
way to a bookstore to purchase a  
small dictionary that would aid him  
in carrying on some sort of conversa-  
tion in French. He readily found a  
book that he felt sure would suit him.  
After turning over some pages, he  
declined to purchase the book, for the  
reason, as he told a companion, that  
he failed to find a word in French for  
"Skiddo." It came as a great surprise  
to have attention called to the fact  
that ex-President Eliot recently used  
the phrase "to pass the buck," which  
our soldier would find difficult to put  
into French.

A Columbia University teacher con-  
tends that the grades in schools as  
given out after examinations often  
depend more on the temper, digestion,  
and comfort of the grader than on the  
contents of the papers examined. He  
cites one case of an examination  
paper, graded as a test by 114  
teachers. The paper received marks  
all the way from 28 to 92 per cent.  
Another paper graded by 114 teachers,  
resulted in a range of 64 to 98 per  
cent. Therefore he concludes that the  
old system must be abandoned and in  
its place substituted "a method which  
takes care of principles of mental  
measurement and which makes use of  
modern technical devices." One may  
wonder whether this learned gentle-  
man does not see the inconsistency of  
his claim. He remarks that the grad-  
ing often depends on the temper or  
digestion and with the very breath  
claims the system is archaic. Why  
one may ask are not the temper and  
the digestion corrected and then the  
system may prove not quite so  
archaic? Same conclusion as so many  
draw, that if results are not what were  
expected, the way is at fault and not  
the human element in the process.  
Something new is the fashion of the  
day and even in the realm of education  
it finds an avenue for exploita-  
tion.

The Saints remind us of God, they  
introduce us into the unseen world,  
they teach us what Christ loves, they  
track out for us the way which leads  
heavenward.

## N.C.W.C. DEPT. OF EDUCATION.

The midwinter meeting of the Ex-  
ecutive Committee of the Department  
of Education of the N. C. W. C., was  
held in the offices of the Bureau of  
Education in Washington, D. C., on  
Wednesday, January 25, preliminary  
to the meeting of the Administrative  
Bishops of the Welfare Council; His  
Grace, Most Rev. Austin Dowling,  
D.D., Archbishop of St. Paul, Chair-  
man of the Department, presiding.  
Those present are pictured on the  
cover of this issue.

The committee, through reports  
submitted by Rev. James H. Ryan,  
D.D., Executive Secretary of the De-  
partment of Education, and Mr. A. C.  
Monahan, Director of the Bureau of  
Education, were made familiar with  
the important results of the past year.

Some of the big tasks to which the  
department will address itself in 1922  
are the issuance of a library question-  
naire as a preliminary step to the for-  
mation of a Catholic Library Associa-  
tion of national scope; the establish-  
ment of State educational associations  
in some states where none exists; the  
creation of school leagues of Catholic  
parents; the conduct of a scientific  
survey of one or two typical school  
conditions; the organization of con-  
ferences on teacher-training; the in-  
auguration of correspondence courses  
for teachers in primary and secondary  
schools; the holding of a "college  
week" to emphasize the need and ad-  
vantage of higher education for youth;  
the collection and compilation of "life  
statistics" concerning the graduates  
of Catholic colleges and universities;  
the collation of statistics on the sub-  
ject of Catholic education throughout  
the country; the publication of a  
"Catechism of Catholic Education,"  
which will explain the need, purpose  
and value of the educational system  
maintained by American Catholics,  
and a campaign of informative public-  
ity designed to acquaint Catholic  
educators and institutions with the  
aims and facilities of the Department  
of Education.

Other topics discussed were: The  
question of text-books for Catholic  
schools; educational conferences in  
various cities; methods of distributing  
information concerning educational  
activities to make it available for the  
Catholic schools; co-operation with the  
Rural Bureau of the Social Action  
Department in joint programs for  
rural education; the establishment of  
Correspondence Courses in profes-  
sional subjects for teaching Sisters;  
the study of the standing of graduates  
of Catholic schools in advanced edu-  
cational institutions and in various  
pursuits of life; Catholic Clubs and  
Newman Clubs in non-Catholic educa-  
tional institutions.

The Gaelic language must be taught  
in every national school in Ireland  
where there is a teacher qualified, un-  
der an order issued by Fionan Lynch,  
the minister of education.

More than seven hundred different  
paintings of the Blessed Virgin Mary  
already have been collected by the  
Salve Regina office of the Catholic  
University for the National Shrine  
of the Immaculate Conception.

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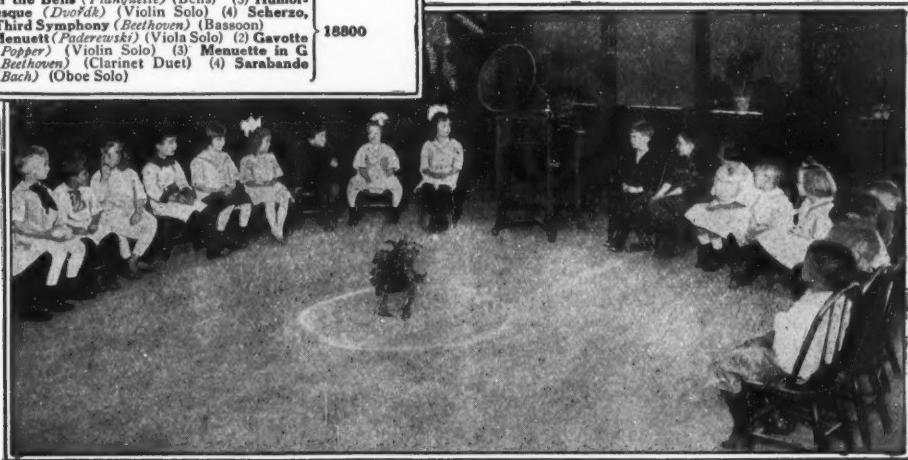
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<b>Old Melodies and Lullabies</b>	
(1) <i>Hush My Babe</i> ( <i>Old Cradle Song</i> ) ( <i>Rousseau</i> ) (Violin Solo) (2) <i>Happy Land</i> ( <i>Hindoostan Air</i> ) (Violin Solo) (3) <i>Come Thou Fount of Every Blessing</i> ( <i>John Wyeth</i> ) (Viola Solo)	18622
(1) <i>Lullaby from "Ermine"</i> ( <i>Jakobowski</i> ) (Violin Solo) (2) <i>Birds in the Night</i> ( <i>Sullivan</i> ) (Clarinet Solo)	
(1) <i>Rock-a-bye, Baby</i> (Violin Solo) (2) <i>Sweet and Low</i> ( <i>Barnby</i> ) (Violin Solo) (3) <i>Lullaby</i> ( <i>Brahms</i> ) (Violin Solo)	18664
(1) <i>Adeste Fideles</i> ( <i>Portugal</i> ) (Bell Solo) (2) <i>The First Nowell</i> ( <i>Traditional</i> ) (Oboe Solo) (3) <i>Nazareth</i> ( <i>Gounod</i> ) (Violin Solo)	
<b>Oratorio</b>	
(1) <i>How Lovely Are the Messengers</i> ("St. Paul") (Violin-Cello Duet) (2) <i>See, the Conqu'ring Hero Comes</i> ("Judas Maccabaeus") (Cornet Duet)	18655
(1) <i>If With All Your Hearts</i> ("Elijah") (Viola Solo) (2) <i>Pastoral Symphony</i> ("Messiah") (English Horn Solo)	
<b>Opera</b>	
(1) <i>Heavenly Aida</i> ("Aida") (Violin Solo) (2) <i>Heaven May Forgive You</i> ("Martha") (Oboe Solo) (3) <i>Habanera</i> ("Carmen") (Flute Solo) (4) <i>Miserere</i> ("Trovatore") (Cornet Solo)	18759
(1) <i>Song to the Evening Star</i> ("Tannhäuser") (Cello Solo) (2) <i>Toreador Song</i> ("Carmen") (3) <i>Soldiers' Chorus</i> ("Faust") (Bassoon Solo) (4) <i>Woman is Fickle</i> ("Rigoletto") (Celesta Solo)	
<b>Popular Classics</b>	
(1) <i>Badinage</i> ( <i>Herbert</i> ) (Piccolo Solo) (2) <i>Legend of the Bells</i> ( <i>Planquette</i> ) (Bells) (3) <i>Humor- esque</i> ( <i>Dvorák</i> ) (Violin Solo) (4) <i>Scherzo, Third Symphony</i> ( <i>Beethoven</i> ) (Bassoon)	18800
(1) <i>Minuet</i> ( <i>Telemann</i> ) (Violin Solo) (2) <i>Gavotte (Pohpe)</i> (Violin Solo) (3) <i>Menuette in G</i> ( <i>Beethoven</i> ) (Clarinet Duet) (4) <i>Sarabande</i> ( <i>Bach</i> ) (Oboe Solo)	

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# PICTURE STUDY

By the Editor

## THE WOUNDED HOUND—ANSDELL

The picture presented for study this month is a reproduction from the painting of an English artist, Richard Ansdell. He lived and worked in the last century. The artist must certainly have been a lover of animals, because his paintings were nearly all portrayals of animals or animal scenes. He was especially fond of dogs and many of his best paintings are of dogs in various phases of life and activity. In the technical correctness of his paintings of animals he did not always please the art critics. Nevertheless his paintings were of a sort that appealed to the popular taste. He was very successful in giving that almost human expression to the face and eyes of an animal.

In this picture of "The Wounded Hound" we have a group including human and animal life in close sympathetic relations. It is a picture which one cannot pass by with indifference. It is sure to hold one's attention, to appeal to one's sympathy and to arouse one's kindly feeling for the hurt animal.

As most of the views of the artist's paintings were found in mountainous regions of northern England and Scotland it is quite likely that the view here portrayed in this picture discloses a room in a peasant's hut in that region of country. The wounded dog belongs to the well known family of dogs known as hounds. Its large drooping ears are typical of the bloodhound, and it is evident that the dogs in this group were useful in hunting the deer, the wolf and the wild boar in the mountains of northern England and Scotland a half century or three-quarters of a century ago. It is quite possible that the hound received his wound in chasing a wounded stag on a hunting trip, for which purpose the hound is used on account of its keenness of scent. The stag when cornered will turn and combat the pursuing enemy whether it be man or beast. Possibly in such a combat the hound received his wound.

It is plain to be seen that the man in the picture thinks a great deal of the hound. He has cleansed the wound and applied medicine with bandages as carefully as if the hound were a human being. As the man looks into the face of the hound the dog responds with a look of gratitude for the kindness that has been shown him. What a fine, large, strong animal he is and what a success he must be in the chase in an animal hunt.

It is easy to see that the other dogs in the picture belong to a different family from that of the bloodhound. The large one by the side of the wounded hound may possibly be what is called a staghound, an animal almost as large and powerful as the bloodhound and with rough shaggy hair and smaller drooping ears. It is quite evident from this companion's attitude that he sympathizes greatly with this wounded dog. He appears to have lifted his head while uttering a howl or cry of sadness characteristic of some dogs. The small dog by the side of the man is looking with hurt feeling upon the proceedings, apparently realizing that something serious has happened to the large bloodhound. Not more interested and sympathetic than these dogs for the wounded animal is the little girl standing beside her father. The folks and the dogs in the picture all seem to suffer in a way, because the valued hound is suffering from his wound.

In the corner of the room is noted a relic of the chase, the head and antlers of a deer. Beside it are a jug and a bottle from which place, perhaps, the man has taken the bottle of medicine which he is using on the hurt limb of the dog. One can see some of the fine touches of the artist by closely observing that in the bottle the liquid is easily distinguished, and just how far up on the side of the bottle it reaches. One can see plainly the water dripping from the hand of the man as he squeezes the sponge which he

has been using. One also notes that the dog is lying on a comfortable bed of hay or straw. There are many points of interest to be noted in the picture, and the more one dwells upon it the more one sees that is worthy of comment. As we do not have the picture in its original coloring one may be interested profitably in determining the various colors to be used in portraying the animals, the clothing of the persons in the picture and other objects shown. The whole picture speaks to us appealingly and it commends to us the warm-hearted appreciation which the artist certainly had for dogs and other animals.

### QUESTIONS FOR STUDY

What is the central figure in this picture?  
What is the most appropriate title for the picture?

Describe the central figure in the picture.

Tell what is being done for him.

What lesson does the picture suggest to you?

Do you think animals appreciate kindness?

What can you say of the other animals in the picture besides the wounded dog?

If dogs could talk, what do you think each of these animals would probably say?

If you were to give the name to each of these dogs, what would you name them?

Describe the man in the picture and tell something of what you think of his character.

Why do you think he would be kind to animals?

How do you suppose the hound received his injury?

Do you think his wound has been well cared for?

Name some objects you see in the picture besides the persons and the dogs.

What do you suppose the little girl has asked the man about the dog?

What has the man told her?

What differences do you see in the two large dogs in the picture?

Does this picture make you feel that you should always be kind to dogs?

Do you know of any case where a dog has rendered noble assistance to human beings?

Write a story of The Wounded Hound.

### THE ARTIST

Richard Ansdell, the artist who painted "The Wounded Hound," was born in Liverpool, England, in 1815. Here he was educated. He studied art at the local academy, but he acquired most of his training by independent sketching and study travels in the north of England and Scotland. When twenty-five years of age he made his first art exhibit at the Royal Academy in London, the pictures consisting of "A Galloway Farm" and "Grouse Shooting."

In 1847 Ansdell removed to London. In 1856 he contributed his first painting to the walls of the Royal Academy, which was entitled "The Drover's Halt." During the years of 1856 and 1857 he visited Spain and it is said that this visit influenced both his subjects and his technique.

After Landseer, who greatly influenced him, Richard Ansdell was the most popular animal painter of England, with a wide range of subjects made interesting by a dash of humor and sentiment. While "The Wounded Hound" is one of his good pictures, his best painting is said to be "The Combat of Red Stags." Among the most famous of his other pictures are "The Death," painted in 1843; "The Shepherd's Revenge," and "Fox-Hunting in the North," in 1855; "The Highland Cattle-Fair," in 1874, and "The Wolf-Slayer" and "Turning the Drove," for which he received a gold medal at the Paris Exhibition, in 1855. In 1850, and during some years later he painted in conjunction with Thomas Creswick, the landscape artist, several pictures, "The South Downs," "The Drover's Halt" and "The Park." While Mr.

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—Ansdeil.

THE WOUNDED HOUND

# STUDY OF POEM WITH HISTORIC BACKGROUND

A Method of Study for the Grades

W. H. Elson

Among the various types of literature suited to the upper grades, the historic poem holds an important place. Unfortunately it is too often omitted entirely from school reading courses. Such poems furnish the best examples of courage, self-sacrifice, and devotion to duty. They not only furnish inspiration but they also provide models for emulation. They stimulate the imagination and stir the emotions; every youth to whom this baptism of feeling comes from reading a poem of heroic type cannot but be richer in courage to endure for the sake of right and duty. What child but would be strengthened by the feeling of heroism for the boy who planted the flag in the market place at Ratisbon, so effectively told in Browning's "Incident of the French Camp." What child would not feel the glow of patriotic feeling for Herve Riel (Browning), for Horatius (Macaulay), for Arnold Winkelried (Montgomery), for Richard Grenville, so beautifully told in Tennyson's "The Revenge"?

In the finest and best sense, historic poems are literature; they deal with the beauty of heroism; they have beauty of imagery, tho it be the rugged type as seen in Browning's "Incident of the French Camp," and they have beauty of language. They are historic in the sense that they are fact-giving, and they offer an effective avenue for teaching the historic events with which they are related. In teaching these poems, it is well to bear in mind that they are taught primarily for literary ends and secondarily as a nucleus for the historic facts that cluster about the incident celebrated in the poem. They form a center around which to gather historical and biographical data of great value. The list should include not only those of our own country but also world-wide poems without regard to nation or time.

One of the gems of this kind of poems is Browning's "Incident of the French Camp." A suggestive outline for the study of this poem is given below, in the hope that it may serve in some degree to stimulate the inspiration to nobler heroism and greater courage to endure.

## INCIDENT OF THE FRENCH CAMP

You know, we French stormed Ratisbon,  
A mile or so away,  
On a little mound, Napoleon  
Stood on our storming day;  
With neck out-thrust, you fancy how.  
Legs wide, arms locked behind,  
As if to balance the prone brow  
Oppressive with its mind.

Just as perhaps he mused "My plans  
That soar, to earth may fall,  
Let once my army-leader Lannes  
Waver at yonder wall,"  
Out 'twixt the battery-smokes there flew  
A rider, bound on bound  
Full-galloping; nor bridle drew  
Until he reached the mound.

Then off there flung in smiling joy,  
And held himself erect  
By just his horse's mane, a boy;  
You hardly could suspect—  
(So tightly hé kept his lips compressed,  
Scarce any blood came through)  
You looked twice ere you saw his breast  
Was all but shot in two.

"Well," cried he, "Emperor, by God's grace  
We've got you Ratisbon!"

The Marshal's in the market-place,  
And you'll be there anon  
To see your flag-bird flap its vans  
Where I, to heart's desire,  
Perched him!" The chief's eye flashed; his plans  
Soared up again like fire.  
The chief's eye flashed; but presently  
Softened itself, as sheathes  
A film the mother-eagle's eye  
When her bruised eaglet breathes;  
"You're wounded!" "Nay," the soldier's pride  
Touched to the quick, he said:  
"I'm killed, Sire!" And his chief beside,  
Smiling, the boy fell dead.

### Pupils' Aim:

To understand the poem and its relation to the events of French history. To enjoy the fine picture it gives of the heroic incident it portrays; to appreciate the heroism of the boy—a devotion that forgets even self; to read the poem well, thereby making others feel this devotion.

### Teacher's Aim:

To use the poem to inspire heroism, and as an aid in picture-making; the boy showed great bravery; he was fearless; courageous, patriotic, and his story touches us; it stirs our imagination and emotions, enabling us to picture vividly and feel keenly—conditions that make for good reading; to use the poem to touch the heart, thru its dramatic portrayal of a brave boy's deed; this is to use the poem to establish ideals and mold character.

### Second Step

#### Pupils' Preparation:

This poem is a fine expression of bravery and courage in a boy. Pupils might catch the spirit of the poem without locating the events in time or place. It is well, however, to use the poem also to beget interest in the historical and biographical facts with which it is related. So the teacher will send pupils to available sources—the glossary in their Reader and the historical and biographical notes—to learn about Napoleon; Pupils will be asked to bring to class pictures of him, showing characteristic poses; to locate on a map Corsica, Paris, Austerlitz, Ratisbon, Waterloo, St. Helena, and to tell what connection each has with the life of Napoleon; to come to class prepared to give the meaning of mused, prone, oppressive, anon, sheathes, "touched to the quick." Discuss the admiration of soldiers for such a leader; find stories of devotion of soldiers for other great generals, particularly Grant, Sherman, and Lee. The teacher will contribute to this discussion.

### Third Step

#### Getting the Central Thought:

In order to get the poem before the class as a whole, getting the central thought and the movement of it, the teacher will read the poem to the class. In some cases a good reader in the class would be asked to read the poem aloud for this purpose, but this poem is difficult to read, hence the teacher should read it to the class; better still if she reads it twice.

General points should be noted before beginning the study of the individual stanzas. It will be noticed that the style of the poem is tense, rugged, jerky; the inverted order of the sentence occurs several times; e. g. the second sentence of the first stanza, the first three lines of the third stanza, and the last two lines of the poem. Notice, too, that the poem leads up to the climax, stanza by stanza, the greatest point of interest being left to the very last line of the poem. Compare the situation of France in that war with her situation in the late European war. What na-

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# GEOGRAPHY TEACHING AND CONSERVATION

H. H. Barrows, Chairman of Dept. of Geography, University of Chicago

The history of the American people is fundamentally a history of their rapid exploitation of the varied and abundant natural resources in their possession. Whatever pre-eminence they today enjoy among the nations of the world has been made possible by these resources, resources far greater than those with which nature endowed any other country, their continued prosperity and the maintenance of their remaining resources. The question of conservation therefore is one of the more important questions confronting the nation, even in these days of vital issues. Furthermore, the need of using our lands, forests, waters and minerals to the best advantage is certain to become more imperative as the population of the country increases.

Although notable progress has been made in recent years in the conservation of certain resources, the general situation continues to be highly unsatisfactory from the standpoint of society, and in the final analysis its betterment depends largely on the force of public opinion. Teachers of geography can accomplish much good by helping to bring about a general realization on the part of our young citizens of the fact that our natural resources, though in most cases far from exhausted, have been and are being consumed at an alarming rate, and that enormous quantities of these resources absolutely are wasted. Most of us do not realize to what an extent this is true. Every year there is a preventable loss from erosion of more than 400,000,000 tons of soil material, more than that removed in digging the Panama Canal. In spite of the fact that a timber shortage exists in the United States today and that a timber famine is imminent unless remedial measures of an unprecedented character are adopted, highly wasteful methods are employed by most lumbermen in their logging operations, thousands of needless forest fires occur yearly, and painfully slow progress is being made in the reforestation of lands which would find their highest use in growing repeated crops of timber. On the average, half as much coal is wasted or lost in mining.

ing as is produced. Oil fields are abandoned as exhausted when most of the petroleum remains underground; petroleum is driven from the oil sands by ground waters which enter because of improper drilling; great quantities of gas are allowed to escape from oil wells into the air; inadequate storage facilities lead to heavy losses through evaporation and seepage; the loss in many refineries still is great; and improper and wasteful uses of petroleum and its products abound. Indeed, an oil expert stated in 1919 that the resource is not made to yield more than 10 per cent of its latent value. And this is the situation in spite of the fact that petroleum is a basic necessity in our modern life, and that the reserve of natural petroleum in known fields in the United States, available by methods of production now in vogue, would be exhausted in some 16 or 18 years were the present output to continue.

Space does not permit further illustration of the wasteful use of resources, nor consideration of the remedies which should be applied. Teachers of geography are concerned largely with man's economic adjustment to his physical environment, with his use of earth resources. They should, so far as practicable, point the way to better adjustments and to more effective use of resources. The newer textbooks in geography are giving some attention to these subjects and there is an extended and readily available literature dealing with the problems of conservation. Society is largely responsible for the wasteful use of resources, which it often views with indifference. If teachers of geography throughout the country seize the unique opportunity which confronts them, they will help to make the attitude of the next generation of American men and women a very different one, as a result of which the nation will cease to exploit its resources recklessly and extravagantly, wasting of many things as much as it uses. The future welfare of the nation is the issue at stake.

From Magazine Service of the National Council of Geography Teachers.

## Taking All Things Into Consideration

By Denis A. McCarthy

The most successful teacher is not the one who thinks that all pupils should do the same amount of work in the same amount of time with the same amount of energy and alertness. Human intelligence is sharply differentiated as to quantity and quality. Besides there are many things which render it hard to run all children in the same mould and expect of them the same results.

Children coming from pleasant homes, where parents are sympathetic and the surroundings make for peace and contentment, may be expected to stand higher in their studies, other things being equal, than the children whose home surroundings are unfavorable and whose study is done under hampering conditions.

The true teacher gives a thought to this important matter, and makes the proper allowances.

To do this, however, the teacher must know something of the home life of her pupils. The teacher is not satisfied with knowing just the names of her boys or girls; he or she also is interested in knowing something of the family background.

If Johnny is sleepy or inattentive in class, or if his home work has been neglected, the teacher wants to know, before setting all this down to sheer laziness or wilful disobedience, just what kind of a father and mother Johnny has, what kind of a home? Is he being carefully looked after in a comfortable home? Or is being allowed to run a wild course by parents who take little or no interest in his upbringing? What are his surroundings? Who are his companions? How does he spend his leisure time? Is he a lad who has

to eke out the family income by doing some work himself? Does he get the proper time for recreation and sleep?

All these questions, and more, enter into a proper consideration of the problem of Johnny's remissness in school. For a schoolboy's life can not be divided off into air-tight compartments. It is a unit; and what he does out of school and what affects him out of school will inevitably react upon his life as a pupil.

I remember a lad who used to be severely punished (in the far-away days when severe punishment was the rule in nearly all schools) for not doing his home study work, when, as a matter of truth, his home surroundings were such that it was absolutely impossible for him to do the tasks set for him. Nobody wished more ardently than he that he might have a chance to do what the teacher expected, but it simply could not be done in the circumstances.

Yet the teacher, an excellent teacher, too, but without any consideration for exceptions to general rules, punished the lad with clock-like regularity, feeling that the boy was simply lazy or wilfully disobeying the rules regarding home study.

One sympathetic talk to the lad on the part of the teacher would have given the boy an opportunity to tell the whole unhappy story of his home surroundings; but the master never approached him sympathetically; so the boy grimly took his punishment and said nothing. But there was in his heart all the time a keen sense of the injustice of the thing.

The teacher must walk a middle course between the sen-

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# LANGUAGE STORIES FOR LOWER GRADES

Carolyn Ebright

## SAMUEL'S PONY

Samuel was a little country boy. He had no brothers or sisters. The school house was three miles away, and he had never gone to school. Mother had taught him to read and write, but he longed for the time to come when he could go to school, like other boys. They had told him of the fun they had playing ball and running and jumping. But one day late in October his father came home from a sale leading a little bay pony. Father called, "Here son come try your birthday present and bring the cows home." Samuel was used to riding, and in a few minutes he was going down the road, clipperty, clipperty, clap!

The next morning he started to school. He waved mother a happy goodbye as he went down the road, clipperty, clipperty, clap!

## CRACKERS

Jean was so fond of crackers that papa often told her that some day she would turn into a big cracker.

One day, while visiting in the city, Cousin Will took her to visit a cracker factory. She saw the big store-rooms filled with sacks of flour, sugar and salt, and barrels of vanilla and powdered sugar. Then she saw the big flour sifters and dough mixers. In another room a large machine was rolling and marking the dough and laying it upon large trays. The men placed these trays in the oven. Some of the dough was sweetened and cut into round or square shapes. But best of all, Jean liked to see the little cakes dipped into the frosting. She saw ten different kinds of crackers and cakes made and the guide gave her some to eat.

Jean never forgot her visit to the big cracker factory and says that she likes crackers better than she ever did.

## THE STORY OF THE MATCH

One cool evening Mrs. Rogers asked Tommy to bring a match, that she might light the grate fire. Tommy ran for the match and begged mother to let him "strike it." After he had struck it, and the fire was burning brightly, they sat down in front of it, and the little match told this story:

"Long ago there were no matches. People used to rub two dry sticks together until they produced a spark. Then they could kindle a fire. But it often took an hour to get it started. Then they found that they could get a spark quicker by striking a stone on a piece of iron ore, and holding a splinter till it caught fire. Then if they dipped the splinter in sulphur it would burst into a flame. Later they mixed several chemicals together and placed on the end of a small stick. Then the 'match,' as we call it, would light by rubbing it on anything dry. This match is the kind you have today and in one year the United States uses 150 billion of us."

## RALPH

Ralph was a dear little boy, but he had one fault—when anything didn't suit him, he would pout. His little sister called it "dumping." If his brothers or sisters would not give him their playthings he would run away and hide his face. Then the loving brother or sister would immediately hunt him and give him the desired plaything. Ralph played the same trick with father and mother. This made them very unhappy. Mother often talked with him about it and he would feel sorry, but the next day he would forget.

One day when mother was baking pies Ralph asked for a piece of dough. Mother told him to wait until she made the pies. He ran out of the house, and mother sighed for she knew that Ralph was going to "dump."

Presently Rob came running in, all out of breath. "Oh mother," he called, "Mr. Mills has come to take us to the

country in his car. May we all go?" "Yes," said mother, and they began a hasty search for Ralph. They could not find him, so went without him. The big car was barely out of sight when Ralph came from the plum thicket. He cried bitterly when his mother told him what he had missed, and was very unhappy all day, but he never "dumped" again.

## KETO

Keto lived long, long ago, before there were any houses or towns. He lived with his father and mother and several friends. They lived in tents and would only stay a few days in one place. Then the men would get on their horses and ride ahead and find another good camping place, where there was water and grass for their horses, camels, sheep and goats. The women and children would take the tents down and pack them, and their cooking utensils, and clothes, on the camels' backs, and the boys would drive the flocks of sheep and goats.

Keto often went hunting with his father, for they lived on meat, berries, and goats' milk. His mother made their clothes out of the skins. He helped his mother cure the animal skins, make butter and cheese, and weave mats and sew. His father built sheep folds, sheared the sheep and kept the wild animals away.

In the evening they would all sit around the fire and tell stories and sing songs. Keto was a happy little boy and loved this care-free life.

## THE WHITE SWAN

Teddy was visiting his Uncle Joe who lived by the lakes. Mother had said that he might stay all summer if he was a good boy. Teddy loved the water and was looking forward to a happy summer. Uncle Joe had charge of the boat-house and was busy painting a new boat, white. The boat, which was a very pretty one, was shaped like a swan, and Uncle Joe had named it "The White Swan."

The next day when Teddy went to look at "The White Swan" he found Jim, a neighbor boy, examining it. Isn't she a beauty?" said Teddy. "Yes," said Jim, "let's try her." "Oh! no, Uncle Joe wouldn't want us to," said Teddy. "Oh, he wouldn't care," said Jim. "He has lots of boats; come on and let's lift her into the water." Jim coaxed and finally Teddy consented. They dragged the boat to the water's edge, got some oars, and sprang into it. "The White Swan" glided smoothly over the water, until they reached the swift current. Then Jim could not manage it and Teddy did not know how to help. It ran into some rocks, turned over, upsetting the boys and breaking the boat. The boys called for help and some men rescued them. But the beautiful "White Swan" was ruined.

## THE KITTEN

One morning when Helen was playing in the orchard she heard a little me-ow. She stopped and listened and this time there were three sad little me-ows. Helen knew by the weak cry that some poor kitten was in trouble. She parted the weeds and bushes and soon found a poor little white kitten.

Its coat was dusty and one of its little feet was bleeding. It looked so tired and forlorn that Helen picked it up and hugged it in her motherly little arms. Then she ran to the house with it, got a pan of water and a cloth, and bathed its poor tired feet. Mother gave her a saucer of milk for it, and Helen made it a bed in a basket and set it by the fire.

A few hours later when Helen looked at her new pet, she hardly knew it. Pussy had washed her coat and it was now a beautiful white. She purred softly to Helen, trying to say, "Thank you for your kindness."

# THE CHILD—THE TOMORROW OF SOCIETY

Bessie Locke

If the world is to progress, it is absolutely essential that the next generation be governed by higher motives and ideals than those which impel the acts of the masses at the present time. A higher degree of general intelligence must also be attained to prevent future warfare.

Another war, with improved instruments of destruction, would sweep the population from the land.

Why is it that the nations are not willing to disarm and place their implements of war at the disposal of an international tribunal which shall guard the peace of the world?

One cannot but wonder that the world is not sufficiently intelligent and advanced to work out promptly a practical solution of the war problem which is strangling humanity. The vast sums which might thus be saved would go far toward feeding and clothing the suffering hordes in the devastated sections of the globe—and would also do much to advance the education of the citizens of the future now so disgracefully neglected.

Even in our own country, with its enormous resources and wealth, children are not receiving their rights. Many of our schools are antiquated, uncomfortable and insanitary; many of our teachers are untrained, incompetent, and, worst of all, lacking in refinement and idealism.

But the most deplorable defect in our present educational system is the failure to provide kindergarten training for all children between four and six years of age.

The kindergarten has demonstrated its value as a potent means of increasing general intelligence and reducing the costly evil of retardation in our public schools.

As an agency for cultivating the higher and finer traits its efficacy is unequalled, for its fundamental principle is the Fatherhood of God and the brotherhood of man, and upon this foundation all of its activities are based. At the most impressionable time of life it cultivates kindness, unselfishness, courtesy, industry, and love of country.

For many years our leading educators have been earnest advocates of the kindergarten, but in spite of the efforts of its friends, classes have been established for only 500,000 of our children, leaving 4,000,000 deprived of this educational advantage.

It is gratifying to note that the women of our country are now giving more attention than ever before to the question of providing early training for our children. The General Federation of Women's Clubs and the Congress of Mothers and Parent-Teacher Associations have both passed resolutions urging their local branches to work for kindergartens in their public schools, and last year the National Council of Women added this subject to the list of forward movements which its 10,000,000 women strive to promote. With this host of friends, the neglected little children of our land should soon be receiving the training to which all are clearly entitled.

The women of California were successful in securing the enactment of a law in 1913 which provides for the establishment of kindergartens upon petition of parents. This has put California in the lead among the states of the Union in furnishing kindergartens for its children. Seven other states—Arizona, Nevada, Texas, Maine, Wisconsin, Pennsylvania, and Kansas—have passed similar laws, and this winter attempts to secure such legislation will be made in Louisiana, Mississippi, New York, New Jersey, Maryland, Georgia, and Virginia.

Nearly all of these kindergarten bills are sponsored by women's organizations. In the past the educational policy of our schools has been largely in the hands of the men. Woman's hour has struck! No longer will women stand by and see children at the most impressionable time of life deprived of the educational advantages needed to make them strong, courageous, unselfish, efficient types of manhood and womanhood.

In 1909 the National Kindergarten Association of 8 West 40th Street, New York, was incorporated for the purpose

of calling the attention of educators and the general public to the importance of establishing kindergartens for all of the nation's children, and much of the present activity is due to the efforts of this organization. It will, upon request, gladly furnish leaflets, information and advice on this subject, and co-operate with local efforts to obtain additional kindergartens in any part of the country.

## The Snow Song

There's a wonderful weaver,  
High up in the air;  
And he weaves a white mantle  
For cold earth to wear.  
With the wind for his shuttle,  
The cloud for his loom,  
How he weaves, how he weaves  
In the light, in the gloom.

Oh, with finest of lace  
He decks bush and tree;  
On the broad, flinty meadows  
A cover lays he;  
The quaint cap he places  
On pillar and post,  
And he changes the pump  
To a grim, silent ghost.

But this wonderful weaver,  
Grows weary at last;  
And the shuttle lies idle  
That once flew so fast.  
Then the sun peeps abroad,  
On the work he has done,  
And cries, "I'll unravel it all,  
Just for fun."

—George Cooper.

## THE PAGEANT OF MONTHS

(Each couplet is spoken by an appropriately garbed month.)

January's such a jolly jester!  
He can make a snow-man out of anything.

February's frolicsome and fickle—  
Keeps the funny icicles a-lengthening.

March is full of mad and merry mischief,  
Shocking all the quaker pussy-willow folk.

April's just too lovable for anything.  
Tear and smile alike, to her, are all a joke.

May's the queen at once of mirth and reverie,  
Sweet in either pensive mood or merry.

June—but how be just to lovely June, though?  
Praises set her blushing like a berry.

Then July is here, and what is jollier?  
Harvest follows picnic and parade.

So approaches August, rather aimless,  
Very fond of ease and lemonade.

Ho! September's here. And see the splendor!  
Such a shout of colors to the sun!

So, to bright October, with her basket—  
Opulent and open-hearted one!

Falls a dirge, and heavy-eyed November  
Nears. But we will cheer her ere she go.

Now be merry! Out of dull December  
Dawns the very dearest day we know.

# GAMES AND PLAYS FOR SCHOOL AND PLAYGROUND

## FOURTH GRADE

### Fox and Hound

The players stand in rank and file. They join hands across the ranks. A fox and hound are chosen. The hound is out to catch the fox. They can only run where the passageways are open. At the command, "change," the players face left or right and join hands in opposite direction. The command to change is given often and each time the course of the fox and hound is changed. There is no limit to the number of players. More than one fox and hound can be used for large groups.

Heeding signals.

### Grand Right and Left

Players in couples, right hands joined, marching in a circle counter clock wise. For convenience call outside circle number two, the inner circle number one. Odd player in center. At the command "Grand Right and Left," No. 2 swings No. 1 in front of him and to his right, giving his left hand to approaching No. 1. Continue around circle in like manner until command "change" is given. At this point of the game the center player tries to get a partner. If he succeeds some one else becomes "it" and the game proceeds.

A challenge alertness.

### Automobile Relay

Each row represents some popular automobile. The first child in each alternate row, at a given signal, leaves by the right side, runs forward around his seat, then to the rear of the room on the left side, thus completely encircling his own row of seats. As soon as he is seated, the next child behind him runs in the same manner, and the game continues until the last child has run and has returned to his seat. The row finishing first wins.

Community excitement.

### Hop Toads

The players form a circle, hands joined. One toad stands in the center holding a rope, at the end of which is tied a bean bag. The center toad swings the rope first in a small circle gradually enlarging the radius until it comes in direct line with the feet of the toads in the circle, who must jump to avoid being hit by the bag. Should any one in the circle be hit by the bag he takes the place of the center toad.

Dodge game.

### Bear in the Pit

The players join hands and form a circle to represent bear pit. One stationed as bear stands in the center. The bear tries to get out of the pit under or over or breaking through the bars—(clasped hands.) Should he succeed in getting out all the rest give chase. The one who succeeds in catching him becomes the bear.

Strength test.

### Follow the Leader

One player chosen as leader performs a series of marching activities, work-a-day occupations, or gymnastic exercises, the other players imitating him accurately—and responding promptly. Any one failing to do so retires to his seat and becomes a spectator. This is an old but ever new game.

Imitation.

### Bear in the Ring

One player is chosen as bear, sits in the center of the room on a stool. A second player is chosen to be the keeper. The keeper stands by the bear holding in his hand a short rope about two feet long, knotted at each end to give a firm hold. The rest of the players stand around in a circle and attempt to tag the bear without being tagged by the bear or his keeper. The players may attack the bear when the keeper says "My bear is free." Should a player strike at the bear

before the keeper says "My bear is free," they change places and the keeper aims to protect the bear. As in the case of the bear, if the keeper tags one of the players, they exchange places and the keeper returns to the ring.

Alert attention.

### Fetch and Carry

Each player is supplied with a bean bag. On the floor directly in front of each aisle a circle about eighteen inches in diameter is drawn and close up to the blackboard. At a given signal the first player in each row runs forward, deposits his bean bag in the circle in front of his aisle and runs back to his seat. As soon as he is seated the player behind him runs forward, places his bean bag in the circle and returns to his seat. The game continues until every player in the row has deposited his bean bag. The row finishing first scores one.

The game is then reversed. The last player in each line runs forward, picks up a bean bag and returns with it to his seat. Upon being seated he touches the player in front of him on the shoulder, this being the signal for that player to run forward, pick up a bag and return. No player is permitted to run before the signal is given. The row finishing first scores one.

Speed competition.

### Corner Spry

Divide your players into four stations, one group in each of the four corners of the room. Four captains are chosen, who stand in the center, each with a bean bag and facing his corner of players. At a signal each captain throws his bean bag to each player in his group, who in turn throws it back to the captain. As the captain throws to the last player in the group he calls, "Corner Spry" and runs to the head of the row, the last player taking his place as captain. The group succeeding first in having all of its players in the captain's place wins the game.

Speed competition.

### Sentence Relay

Have the same number of children in each row. Supply the first child in each row with a crayon. Upon a signal from the teacher, the first child in each row stands, runs to the board, and writes one word, that serves as the beginning of a sentence. Upon returning to his seat he gives the crayon to the next child, who runs to the board and adds another word and returns to his seat and the next child in turn adds still another word. The row completing a sentence first wins.

Intellectual competition.

### Frog in the Sea

One player is chosen to be frog and sits in the middle of the circle, with his feet crossed tailor fashion. The other players stand in a circle around the frog and repeat, "Frog in the sea, can't catch me." They dance forward toward the frog, teasing him and trying to keep from being tagged by him. Should one be unfortunate enough to be tagged by the frog, then the tagged player and frog exchange places. The frog is not allowed to move at any time from his position in the middle of the circle.

Challenge.

### Hound and Rabbit

The players stand in groups of three, clasping hands to form a circle or tree. The other players, one for each tree, are rabbits. An extra player, who is the hound, tries to steal a tree from one of the rabbits as they exchange places. The hound then becomes a rabbit, leaving the slow player to be hound. No two rabbits may dodge into the same tree. All rabbits must move at signal.

Physical alertness.

# MEMORY GEMS FOR THE MONTH

Original by Julia M. Martin

## IMMORTAL

When broken ties rebound, and firmer knit than ever  
Shall fall apart with age, and loyal structure sever,  
When none are standing longer on fairer, higher ground  
Because of that high guidance the land in Lincoln found,  
When his enduring visions are true no more of men,  
And his great understanding shall fail the future—then  
Shall Beauty stand still guarding that ruin still sublime—  
His perfect phrases towering above the reach of Time.

## THAT HATCHET RED

Mercy on us, little hatchet!  
What a world of speculation  
Far and wide throughout the nation  
You've awakened, haven't you?  
Grave historian, learned doctor  
Ponder still the situation,  
With but scanty information,  
But with oh, how much ado!  
Little hatchets we should bury,  
Were it not as well, I wonder,  
Just to leave you rusting under  
Time's debris, and ponder now  
Little Georgie's Rules of Conduct?  
When the Past we long to plunder,  
Were not that as well, I wonder?  
They're authentic, anyhow.

## THE YEAR'S GREAT SECRET

(During the following dialogue the speakers, with the exception of the first two, stroll in upon the stage as naturally as possible, one of the two boys backing in while tossing a ball to the other, and stilted appearance being avoided in every case.)

Rose:

Polly, I often wonder why the month of February  
Numbers its days but twenty-eight, or twenty-nine at  
most;  
Why should that month do you suppose, be shorter than  
the others?

Each of the rest of thirty days, or thirty-one, can boast.  
Polly:

Yes, I have often wondered why they weren't divided better.  
All of the days are equal, each with hours twenty-four,  
Sixty full minutes every hour, each minute sixty seconds—  
Why are the months unequal, some with fewer days,  
some more?

Mother once told me every month is like a spreading fruit-tree,

Each little twig a minute, meant to bear its happy fruit.  
She says that by our diligence we make the minutes fruitful.

Do you suppose the February tree took feeble root?  
(Enter Harry and Bob.)

Rose:

Perhaps so. Here is Harry. Maybe he will know the reason.

Harry, we've wondered much about a thing that you may know.

Why has the month of February twenty-eight days only,  
When in the other months the days at least to thirty go?

Harry:

That's easy. Heard you say, just now, a month is like a fruit-tree,

Each of the days a branch, and every minute just a twig.  
You know George Washington appeared in February, don't you?

And Georgie had a hatchet when he wasn't very big.  
The February tree could scarce have been the famous cherry.

For cherries aren't a February fruit. But don't forget  
The hatchet was perhaps that very month a birthday present,

And, gee! a new red hatchet loves to lop a limb, I bet!  
(Girls laugh. Enter Betty.)

Rose:

I've thought myself perhaps a day is like a precious jewel,  
And February broke her lovely string of winter pearls  
And two were lost in that way. Mother says we can't recover

The days we lose. I tell you, that impressed me, boys and girls.

Betty:

It may be days are pearls. I thought perhaps the months were virgins,  
Each with her golden lamp to light the year upon his way,  
And February must have been a foolish virgin, failing

To fill her lamp with oil enough to light the final day.

Bob (soberly):

Whatever February is, whatever way she lost them,

She's kept the secret very well, and I suppose it's true  
She isn't very proud of having lost those days forever,  
And we would better take more care of time, I think,  
don't you?

## IN THE HEARTS OF HIS COUNTRYMEN

We treasure his name in a proud young land,  
And more it is heard on our lips today  
Than theirs among whom our hero wore  
That name in his own great-hearted way.

Some beautiful river, some county or hill  
In every state received his name,  
And Washington avenue, statue, square  
In cities un-numbered guard its fame.  
August universities, mirroring lakes  
And sea-going craft, give again to the ear  
A name that the bearer encrusted with worth  
And beauty of motive has rendered dear.

## IN VICTORY'S HOUR

We need to remember his bearing  
And the soldierly thought he spoke  
When he conquered the foe at Yorktown  
With a sudden master stroke.

"My boys, let there be no insults  
Over a conquered foe!"  
Say, are there many have the grace  
To wear their victory so?

"When they lay down their arms, boys,  
Do not huzza," said he.  
"Posterity will huzza for you."  
Could finer dignity be?  
That poise in exultant moments,  
That bearing in battle's ills,  
When came they? Out of a backwoods farm  
In the sweet Virginian hills.

We need to remember his bearing  
When he conquered the haughty foe,  
Washington had the soldier's grace  
Of wearing his laurels so.

**The Catholic School Journal**  
**BIRD STUDY FOR THE MONTH**

T. Gilbert Pearson in Audubon Leaflet

**THE DOWNTY WOODPECKER**

A cheery little neighbor of mine lives near me, among the trees of a grove, whom I should like to have all my friends meet. He is a little Downy Woodpecker. White spots are scattered over his black wings, and there is just a stripe of red across the top of his black cap. I am sure you would know him by his small size, his colors, and his trustful manner. He is not at all suspicious, and when he is hard at work will usually allow one to approach quite close to him. If you will tie a piece of suet to the limb of a tree in a position where you believe he will be attracted by it,



Downy (male and female above)  
Hairy Woodpecker (below)

Downy will come to see you day after day, especially in winter, when he is exceedingly glad of your bounty.

He is a quiet, modest little creature who never does anyone harm, and so far as known has few enemies, the most alarming one being the snake that robs his nest.

**Sounding the Trees**

Downy is the smallest as well as the most active of our woodpeckers, and appears to be always busy. Often we may see him climbing up the huge trunk of some old oak tree, pausing a second here and there to rap on the bark with his bill to learn whether the wood is solid. Again he will pause at the peculiar sound given back from his tap indicates that an insect is lurking within. Then the resounding blows of his little pickaxe fall thick and fast, sending the chips in every direction.

In vain does the larva feasting on the sap of the tree retreat into its hole. A gleam of daylight shoots into the burrow, and an instant later the spear-like tongue of the woodpecker has impaled its victim and perked it forth. Then on up the tree Downy goes, perhaps without further incident until well among the limbs, when suddenly he flies

to a neighboring tree, dropping as he does so to a point near its base, and begins to ascend this trunk as he did the one before.

**Insects Destroyed**

He is the natural watchman of our fruit trees. He hunts out the moth's eggs laid in the crack of the bark and eats them, thus preventing a brood of caterpillars from hatching and eating the leaves of the tree. He finds the eggs of beetles and eats them, also, before they can hatch out into the wood-boring larvae that sometimes girdle and kill the limbs. Thus Downy labors on, day by day, through the year, destroying millions of harmful insects that if unmolested would do a vast injury to the groves and orchards. For all this service he never eats any of the fruit of the trees he guards, but, when in need of a little vegetable diet, goes to the berries of the dogwood, or woodbine, or pokeweed. Occasionally he eats a few weed-seeds just for variety. Downy is sometimes called "Sapsucker," and is accused of pecking holes in the bark of trees for the purpose of getting sap. But he is not the guilty one—the bird that does this is another kind of woodpecker. The small holes that our little friend makes in trees do not even reach the inner bark, except when he is bent on securing some harmful intruder.

Like most of our woodpeckers, Downy is a resident throughout the year wherever found, and seems to enjoy all seasons equally. Early in December one dug out with his bill a cavity for his winter bedroom in the dead limb of the tree standing near the house. So nice and cozy a retreat from the wind was it that frequently, early in the evening, he would leave his friends, Chickadee and Titmouse, with whom he had romped all day, and, hurrying off, tumble into bed to dream away the long winter night. On cold and rainy mornings he would sometimes lie late abed, probably knowing that in doing so he stood no danger of losing the early worm. I found him still there about nine o'clock one drizzling morning; to be sure, he was up and about, but he had not yet left home. He was clinging just inside the hollow of the limb, and I could distinctly see his bill and bright, inquisitive eyes as he sat looking out over the drenched and dreary world.

**Downy and His Friends**

When you find Downy in your orchard on a bright, cold morning in January, he has the same busy, contented air which you must have noticed when first making his acquaintance, perhaps on some warm spring day. He appears so happy and buoyant at all times, however, that one wonders whether he has not hidden away under his little white waistcoat a perpetual fountain of the ecstasy of springtime and youth.

He likes cheerful company, especially in the winter, when most of the forest voices are silent and the cold winds are howling around the trunks of the sleeping forest trees.

He then hunts up his friends, the little gray Tufted Titmouse and the light-hearted Chickadee. Together they spend much time in bands, patrolling the woodland and searching out from their hiding places the eggs of insects stowed away under the bark to wait for the warm spring sun to hatch them. A dozen or more birds are thus often found together.

They form a merry company, these little forest rangers, and never lack for music as they march. The shrill piping peto, peto, peto, of the Titmouse mingles with the tenor-drum tap, tap of Downy's bill on the bark, while ever and again the Chickadee, a mere bundle of nerves and fluffy feathers, "merrily sings his chick-a-dee-dee."

**Mutual Protection**

Not merely for company do these birds thus associate, but for mutual protection as well. Twenty pairs of sharp eyes are more likely to see an enemy approaching than is

a single pair, and it is well for a small bird to keep a sharp lookout at this season, for it is more readily seen by a hawk in a leafless, wintry wood than if it were within a shady summer forest.

Like all other woodpeckers, Downy's mate lays white eggs. These usually number four or five, and are placed on a soft bed of fine chips at the bottom of a hole, which both parents have helped to dig, usually in the under side of a decayed limb of the tree. Nature is not prone to use her coloring matter on eggs which, like the woodpeckers', are hid away in dark holes in trees. When the little ones are hatched, Downy and his mate are kept very busy for a long time bringing them good things to eat, for the little woodpeckers have great appetites, which seem never to be satisfied.

#### Downy's Home

Downy is not only a very neighborly little fellow in his social relations with other wild birds fortunate enough to make his acquaintance, but he also renders them a very great service in providing many homes which they can use. He and his mate usually dig out a new nest every year and as a rule he makes a new hole for roosting purposes every winter. As a result of this, many unused Downy Woodpecker's nests are scattered about in all our orchards, groves and woodlands, like empty houses.

#### New Tenants

Some little birds like the protection afforded by a hollow in a tree, when in spring they get ready to build their nests, and these old abandoned Downy nests are just exactly what they are looking for. I remember finding a nest of one of these little woodpeckers in a small dead birch stump standing near a brook by the edge of a pasture. The nest was only about five feet from the ground, and altho many cattle passed that way each day, and the farmer's house-cat sometimes wandered along the stream, the little white eggs were hatched and the young reared in safety. A year later I chanced again to pass that way. Great was my delight to find that, altho the Downies had moved on to another place, their old home contained six as wide-awake little birds as any one could wish to meet with on a bright spring morning. Scarcely had I made the discovery when their mother appeared, and lo! it was our dainty friend the Chickadee. She and her mate had filled the hole half full of various kinds of soft material, and evidently were as

#### TAKING ALL THINGS INTO CONSIDERATION

(Continued from page 405)

timental, sympathizing which leads to softness and lack of fibre, and the hardness and coldness which begets hardness and coldness and defiance on the part of the pupil. "Molly-coddling" can hardly be asserted of our Catholic schools where common sense in the management of children largely holds sway. And it is not weakly sentimental to seek to discover the home handicaps under which a pupil may be struggling. A personal knowledge of the father or mother of a pupil may clear up a great deal of misunderstanding between the pupil and the teacher. It may help the whole family toward a more sane and stable life to know that the teacher is interested in how Johnny or Mary spends leisure time, or how it may be arranged that the children may be given more of a chance to do the work required of them by the school. The teacher without being called a "social worker," quite frequently does a very important social work in this way. She stops the downward trend of families and lifts the life of the home to a higher plane.

This, strictly speaking, is not the teacher's duty. She (for convenience sake in the use of pronouns let us call the teacher "she") surely has enough to do with the children as they come before her in the schoolroom without a new burden on her shoulders in the matter of knowledge of the children's home life. Well, to the teacher who looks upon anything having to do with the good of her children as a burden, it is useless to speak of this thing. But every teacher worthy of the name is interested in the life of her pupils outside as well as within the schoolroom. When they leave

proud of their snug home as if they had dug it out with their own weak little bills.

One Sunday morning not long ago I heard a House Wren singing. His heart was full of joy. It was clear that he had won his mate for the year, and felt secure in his love affairs; but I soon found that he was happy about something else also. He had discovered just the place for a nest—at least he appeared to think so—and seemed bent on convincing his ladylove of the fact. Twenty feet in the air, on the under side of a dead limb of a very old and highly esteemed cherry tree, was a last year's Downy Woodpecker's nest. To this the little singer went repeatedly. He would go in, come to the door and look out, disappear and then look out again. Of all the places in the neighborhood this, indeed, was the ideal spot for the nest—at least, I believe that was his view of the situation. It is no small matter for a bird to find a safe nest for its eggs and young; and where can a little mother hide her eggs more securely from the pilfering Bluejay, or the inquisitive Red-headed Woodpecker, than by placing them deep down in the beautifully secure cavity dug by the strong bill of a Downy Woodpecker?

#### THE HAIRY WOODPECKER

Another black and white woodpecker very closely resembles the Downy, except that it is a little larger. This bird the books call the Hairy Woodpecker. It is quite true that it differs slightly in appearance from its smaller relative; for example, the outer tail feathers are white with no marks on them, while the feathers in the Downy's tail are adorned with black spots. On the whole, however, the similarity is very striking. It is usually found in the woods, and it is not so much inclined to come about the house as is our friendly, trusting little Downy, which we all love so much.

#### DISTRIBUTION

The Downy Woodpecker is resident in all the wooded parts of the United States and Canada, but most of the individuals move somewhat southward in winter from the northern border of the specific range.

The Hairy Woodpecker has a similar distribution to that of the Downy, but is rather more numerous and hardy in the North. Each of these widely distributed species includes several geographical sub-species.

her sight that is not the end of the matter for her. Her love and sympathy follows them out into the street, and out into their home lives, and she wishes for them, and would fain construct for them, a home life as orderly and happy as the life she makes for them in her schoolroom.

Deep in the heart of one of our cities is a school, the exit from which is so close to the crowded thoroughfare that every day when the children are being dismissed, the Sisters come down to the sidewalk and marshal the little ones on their way around the corner that leads to safety from the traffic that rolls and roars a few feet away.

Every day, during the school year, the children are to be seen guarded by the nuns as they pass the "bad corner" and hurry safely home. And it has often seemed to me symbolic of the way the interest of the true teacher, instead of stopping at the school door, or being confined within the four walls of the schoolroom, follows the little ones under her care out into the streets and through the streets into the homes from which the children come. This daily scene has symbolized to me the desire on the part of the teacher to know the drawbacks the children labor under outside school hours so as to do all the better for them when they are strictly under her care.

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# HOUSEHOLD ARTS AND DOMESTIC SCIENCE

## Application of the Home-Project Method to a Course in Home Making

Much of our education has concerned itself with the presentation of subject matter arranged by mature minds in a logical order and courses in home economics have been pretty generally organized upon one of three bases, namely: (1) Topics, (2) principles, and (3) processes. Courses based upon topics show an orderly sequence of the topics to be studied and a multitude of facts to be learned in order that the learner may have them to use when the proper occasions present themselves. This method lays emphasis upon information as an end in itself and the usefulness of such data is largely dependent upon the power of the memory to recall it when needed. Food preparation in such courses has been outlined under topics similar to the following: Water, fuel, eggs, milk, meat, batters and doughs, table service, etc. Courses organized upon principles call for a high degree of abstract thinking and for most minds principles must be gained through many contacts with concrete situations. A food course organized on principles might read, "The cookery of starches, sugars, proteins and fats." Such a course supposes that after the pupil has once learned the principle of cooking starch she will apply it in cooking all forms of starchy food. Repeated failures on her part to measure up to our expectations have led us to doubt the value of this method for teaching cooking. Courses organized upon processes fall equally short of equipping the pupil with usable knowledge. She may not recognize the similarity of processes used in making a sponge cake, a prune whip, and an omelet, nor may she know when to sear meat and when only to simmer it. Each process is identified with the particular isolated case in which it was taught, and again abstract reasoning is demanded if applications are made. The project method, on the other hand, teaches facts, principles, and processes through the performance of activities which grow out of live problems with which the learner is confronted.

Furthermore, a course organized upon either the topic, principle, or process basis can not present the all-round aspect of home making. The very necessity of logical organization precludes a type of course which shows the inter-relations of home-making activities. Each subject is broken up into subdivisions as, for example, in food work a beginning course in food preparation must precede meal planning and serving. If the teaching staff is sufficient, there may be even additional specialized courses in food preservation, marketing, and nutrition.

As has already been said, we believe the home project offers the best method for co-ordinating the pupil's life interests and school work and for utilizing home experience as a basis of school instruction. Through this co-ordination of interests purposeful activity is made possible, which, in turn, secures the whole-hearted interest of the pupil, resulting in more efficient learning. It bridges the usual gap between the pupil's life in school and out of school and gives the type of instruction which carries over directly into the work done at home. We feel, therefore, that a course of study will be strengthened in proportion as it utilizes a method which coordinates life in the home with work in the classroom. All projects will not necessarily be carried on at home, but all will involve real problems which grow out of the needs of the home and all will utilize the home experiences of the pupils.

We do not believe it is possible to outline, in advance, a course based upon home projects which would exactly meet the situation for any two groups of girls. But we do think it is possible for a teacher who believes in this method of instruction and who knows the home conditions of her group, to set up definite goals to be attained in the home-making course, to decide what facts, principles, and processes must be taught in order to attain these goals, and then to plan a series of projects which will provide for their teaching. When the teacher has definite goals in mind, it will not be

difficult for her to guide the pupils in choosing the right projects. Such a course must be flexible in order to meet the different interests and abilities of the pupils and to take advantage of special situations which will arise due to seasonal changes, economic limitations of the home, or other unusual demands.

The general problem in foods for a course growing out of the home needs of a particular group of girls may be meal preparation. Since the home projects will vary with each individual's needs, in a group of a dozen or more girls, some may be working on supper projects, some on breakfast projects, while others may be packing lunches to be carried by the father or other members of the family. When the problem of underclothing best suited to family needs is being considered, some pupils will choose for their projects the making of undergarments for themselves, some undergarments for other members of the family, and still others, who have sufficient skill, may do order work for friends. But for all pupils the class period will be a time for reporting progress or results of individual projects; for exchanging ideas through the socialized recitation; for directed study or conferences with the teacher; for laboratory testing of problems which have arisen; for reviews of principles and processes learned through the working out of the home projects; for needed drills when the individuals in the class or the class as a whole feel the need for more skill in processes or greater accuracy in facts; or for classroom projects planned primarily to establish right methods of work and right standards of finished products.

### Home Projects Supplemented With Classroom Projects

It is quite necessary that there be classroom projects supplementing home projects. Such projects carried on by the group at school are valuable as a means of giving group instruction in those fundamentals common to the home projects. It would be distinctly uneconomical to teach 15 to 20 girls, each in her own home or individual conferences, those things which all must know and which can be taught the group as a whole. Then, too, there is the added advantage of group reaction and criticism.

In order that classroom work may be a project it must be purposeful on the part of the group. If it is a meal, it must be for some definite occasion for which the class is consciously preparing. If it is a group clothing project, it may be a cooking uniform which the class has chosen, garments for a needy child at school, a layette for some particular baby, or clothes for some family which is in special need of help. If it is a project in house decoration and furnishing, the group may undertake the redecorating and arranging of the school rest room, dining room, or lunch room.

The working out of such group projects, just as in the case of home projects, requires lessons in which the group as a whole thinks through its problem and plans its work. There will be lessons devoted to the establishing of right methods of work, followed by home practice to gain skill in manipulation. There will be lessons in which reference material will be searched for the answer to new problems which have arisen. The search for answers to these problems will lead the class into broader fields than the limits of any of the individual home projects would permit. Thus the home project, when supplemented by a group project of broader scope, acts as the core of instruction about which the more extended subject matter of a home-making course may be grouped.

### Group Projects Carried on Out of School

There is another type of group project which has proved valuable, i. e., the project which the group carries on largely outside the classroom. The camping project reported from Utah well illustrates this type. Here the camping expedition,

which was the purposeful activity for the group, afforded the problem of planning in detail for such camp needs as the necessary food, the proper costume for the trip, the division of work, the apportionment of expense, and the settling of bills. This type of project gives special opportunity for developing good team work.

#### Gradation of Home Projects

Beginning pupils may be inclined to choose projects which present too many difficulties. In such instances the teacher should tactfully suggest possible substitutes which will be within the pupil's ability. There may be occasions, however, when it is wiser to allow a pupil to undertake what appears to be a too difficult project rather than sacrifice her enthusiasm and interest. But in the main the pupil's choice should be guided by her previous training and ability.

The first meal preparation project should be the meal which she has most experience in helping to prepare. This may be the supper or the breakfast. The first clothing construction project should be simple garments presenting relatively few difficulties and requiring not a high degree of manipulative skill. These may be undergarments, aprons, kimonos, or house dresses. A house care project should begin with some one room, possibly the girl's own room; a child care project, with the afternoon care of a child old enough to walk; a laundry project, with the girl's own personal laundry.

The sequence of projects can be determined largely by the pupils themselves, when once they are allowed to have a part in planning their work. One problem presents another, and that in turn another, and so on indefinitely, provided, the normal instinctive desire for wanting to know and wanting to do, is fostered. A meal preparation and serving project suggests the care of the kitchen and its equipment. When the pupil has had sufficient experience in meal preparation to be conscious of bad arrangement of the equipment, she may choose the project of rearranging the movable equipment in order to save time and labor in working. The serving of the meal necessitates the care of the dining room and its furnishings. The care of the table linen offers an advanced laundry problem and mending problem. The underclothing project opens up the problems of cost in relation to total amount which the individual should spend. For each girl to answer this she must keep personal accounts; and with these as the basis, budget her share of the family income. The cooking outfit become soiled. They may be taken home to be washed with the family laundry, but the teacher, realizing that her pupils assist with the family laundry and need help in doing the work properly, may use the cooking outfit as a class laundry project for teaching the principles of laundering plain white cotton materials. The pupils may want to know if all cotton materials are laundered in the same way. To solve this problem they learn to launder colored cotton clothes which are found in their own weekly personal laundry. When this laundry is done it should be mended before putting away for future wear. This gives a chance for a mending project, which can well be extended to the care of the family mending basket.

In conclusion we feel that it is practicable to organize a home-making course around home projects because such an organization provides a method for linking school work with the home life of the pupil and thereby results in more efficient learning; that these home projects should be supplemented by classroom projects undertaken by the group, in order to teach fundamentals common to the individual home projects and to establish right standards of practice; that subject matter of a more extended nature may be taught through these group projects; that, in the main, the home project should be graded according to the pupils' previous training and experience and that the sequence of the projects can be largely determined by the pupils when once they are allowed to have a part in planning their own work.

#### STUDY OF A POEM

(Continued from page 404)

tions constituted the "Allies" that Napoleon was fighting? What nations composed the "Allies" in the late war?

##### Fourth Step

Studying the Separate Thought-units:

Stanza I: Notice that the verb is omitted from the second sentence (last four lines). What verb would you supply? What picture does the first line bring to your mind? (The old soldier who loves to tell his war experiences.) Read the line, bringing out the pride of the soldier as he says "We French." Show by your reading that the taking of Ratisbon was no small feat. In the next seven lines, we have a description of Napoleon, giving first his location and then his appearance. Notice how much Browning crowds into a few words. Try to make your reading show that each word means much. Do you think it a clever idea to think of Napoleon's characteristic attitude (pose) as having for its purpose to balance his massive brow?

Stanza II: From the musings of Napoleon, we realize how critical the situation was. Read "Lannes" to rhyme with "plans." What can you supply for the dash? Notice the change in the next four lines. The action is hurried. Name the words that give you an idea of speed. Read the stanza, making your listeners feel this.

Stanza III: You expected that this rider on such an important errand would be a man and you are surprised when the poet tells us it is "a boy." Show this in your reading. What lines tell you how weak he was? ("and held himself erect," etc). Read lines that tell of his courage.

Stanza IV: What preposition is omitted from the second line? (For.) What pronoun is omitted from the sixth line? (My.) Read the lines that give the boy's message. Which lines do you think he said with special pride? Notice that he gives the important news first, and then the proofs. Compare lines 31 and 32 with lines 9 and 10. "To see your flag-bird flap his vans." Notice that the poet has the boy speak of the flag as a "flag-bird," and to carry out the figure has him say "perched," and speak of the wings as "vans"; this unusual use of words lends interest and beauty to the poem.

Stanza V: What is the force of the repetition? (It intensifies the effect of the message upon Napoleon.) Napoleon feared for his troops under Lannes, but when he heard the news of victory "his plans soared up again like fire." Do you think a natural experience for a general? Why was the soldier's pride "touched to the quick?" (Because Napoleon, so occupied with the news of victory, should have a thought for him.) Did he have cause for smiling? Name the reasons. (Victory; he had been the one to place the standard in the market place; his was the honor to bear the message to the great Napoleon; Napoleon took notice of him and his condition.) How would he regard death compared with these? To what is Napoleon's sympathetic glance at the boy hero compared? Do you think this an apt comparison? Does Browning make you feel the courage and endurance of the boy?

##### Fifth Step

Final reading aloud of the whole poem for pleasure and to give unity to it concludes the study. In closing, let the class choose which member they would like to have read the first stanza, which one the second, etc., until five members are selected. It spurs readers to feel that their reading is being judged critically by their fellow pupils. If pupils have enjoyed the study of the selection they will ask to read it again during the year. Many pupils will be able to read much of the poem without the text before them. By still calling this "reading" rather than "reciting" a rich interpretation rather than a mechanical one is insured.

You may continue in the teaching profession indefinitely and with more or less indifferent success, without reading or subscribing to *The Journal*, but your efficiency will suffer in direct proportion.

## PIECES TO SPEAK

### For Reciting, Reading and Language Work

Who comes dancing over the snow,  
His soft little feet all bare and rosy?  
Open the door, though the wild winds blow  
Take the child in and make him cosy.  
Take him in and hold him dear,  
He is the wonderful glad New Year.

—Dinah M. Mulock.

#### Sleigh Song

Jingle, jingle, clear the way,  
'Tis the merry, merry sleigh.  
As it swiftly scuds along,  
Hear the burst of happy song;  
See the gleam of glances bright,  
Flashing o'er the pathway white.  
See them, with capricious pranks,  
Plowing now the drifted banks;

Jingle, jingle, 'mid the storm  
Who amongst them cares for me?  
Jingle, jingle, on they go,  
Capes and bonnets white with snow,  
Not a single robe they fold  
To protect them from the cold.

Jingle, jingle, 'mid the storm  
Fun and frolic keep them warm;  
Jingle, jingle, down the hills,  
O'er the meadows, past the mills;  
Jingle, jingle, clear the way,  
'Tis the merry, merry sleigh.

—Pattee.

#### The Stars

Do you know what the little stars do at night?  
They play on a deep blue hill.  
Mother Moon watches to keep them in sight,  
For they're never, never still.

Do you know what the little stars do at dawn?  
They sink in a sun-kissed sea,  
And there they sleep till the day is gone,  
As still as still can be.

—May Moore Jackson.

#### The Disappointed Snowflakes

Four and twenty snowflakes  
Came tumbling from the sky,  
And said, "Let's make a snowdrift,  
We can if we but try."

So down they gently fluttered  
And lighted on the ground,  
And when they were all seated  
They sadly looked around.

"We're very few indeed," sighed they  
"And we sometimes make mistakes,  
We cannot make a snowdrift  
With four and twenty snowflakes."

Just then the sun peeped around a cloud  
And smiled at the array,  
And the disappointed snowflakes  
Melted quietly away.

—Redman.

#### Going to Town

"Where are you going, my little cat?"  
"I'm going to town to get me a hat."

"What! a hat for a cat?"  
A cat get a hat?  
Who ever heard of a cat with a hat?"

"Where are you going, my little kittens?"  
"We're going to town to buy some mittens."  
"What! mittens for kittens?  
Do kittens wear mittens?  
Who ever saw little kittens with mittens?"

"Where are you going, my little pig?"  
"I'm going to town to get a new wig."  
"What! a wig for a pig?  
Can a pig wear a wig?  
Who ever heard of a pig with a wig?"

#### The Cold World

A cold world, but a gold world, and the best old world  
we've got—  
So, laugh and be contented, and be happy with your lot!  
A cold world, but a bold world, when the heart is beating  
right,  
When the hands have done their duty,  
And the eyes find hidden beauty  
In the sweet and simple valleys and the hills that lead to  
light!

A cold world, but a gold world, and the best old world  
we know,  
So, deck the lips with laughter and forget about your woe!  
A cold world, but a whole world of blessing in disguise  
When we take its paths of gleaming  
To the golden shores of dreaming,  
The violets in the meadows and the sunshine in the skies!

—Folger McKinsey, in Baltimore Sun.

#### The Flag Goes By

Hats off!  
Along the street there comes  
A blare of bugles, a ruffle of drums,  
A flash of color beneath the sky;

Hats off!  
The flag is passing by!

Blue and crimson and white it shines,  
Over the steel-tipped, ordered lines.

Hats off!  
The colors before us fly;  
But more than the flag is passing by.

Sea fights and land fights, grim and great,  
Fought to make and to save the state:  
Weary marches and sinking ships;  
Cheers of victory on dying lips.

Days of plenty and years of peace;  
March of a strong land's swift increase;  
Equal justice, right and law,  
Stately honor and reverend awe.

Sign of a nation, great and strong,  
To ward her people from foreign wrong;  
Pride and glory and honor,—all  
Live in the colors to stand or fall.

Hats off!  
Along the street there comes  
A blare of bugles, a ruffle of drums;  
And loyal hearts are beating high:

Hats off!  
The flag is passing by!

—Henry H. Bennett.

The Catholic School Journal  
**AMERICA'S FLAG**

415

Willis N. Bugbee

**Characters:** Eight or twelve girls are required for the drill; a small boy and girl, or two little girls, to attend the rear curtain; several boys and girls for tableaux.

**Costumes:** The girls in the drill wear white dresses with red, white and blue sashes. The little girl at the curtain may be dressed similarly, and the little boy in Boy Scout costume. Costumes for tableaux will suggest themselves.

**Arrangement of stage:** A wire may be stretched across stage just back of center. Upon this curtains may be fixed so as to pull to left and right. These curtains are closed at opening of the drill.

**DRILL**

Enter six girls at R., rear, and six at L., rear. Each group marches in small circle, twice around, on the side on which it enters. Each group then passes from rear, diagonally to front of opposite side, and then marches in small circle, twice around. In order to cross to opposite sides, girls must pass each other alternately, one from L., then one from R., and so on. The second time around brings leaders of each group opposite each other at the rear. All march in double line from rear, down center, to front of stage. Partners hold flags crossed. At the front partners pass alternately to R. and L., forming in line at front. All wave flags.

If desired, all may recite first stanza of poem, "Your Flag and My Flag." Those represented by X's advance one step; those represented by O's retreat one step.

O X O X O X O X O X O X

(Fig. 1)

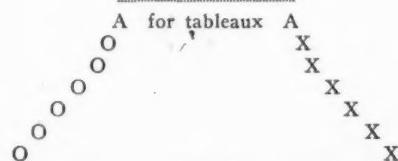
All at front wave flags and recite, if desired, the second stanza of poem.

Reverse the positions as follows: X's retreat and O's advance.

The front row may wave flags and recite the third stanza of poem.

The music resumes for the march. X's march to L.; O's march to R. They march in small circles on each side of stage and then form in two oblique lines at L. and R.

Rear opening



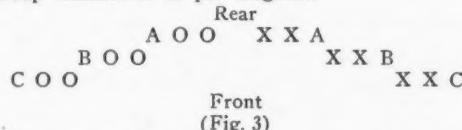
(Fig. 2)

The curtains are pulled apart and small children stand at A, A. The lights are lowered and a tableau presented.

**TABLEAU: "THE MAKING OF THE FLAG"**

Betsy Ross is seated at center at work upon flag. General Washington and one or two others stand nearby deeply interested in examining the partly finished flag. All wear colonial costume. Red lights may be used. "Red, White and Blue" may be sung off stage.

The curtains are closed and music resumes. All advance and group themselves as per diagram.



(Fig. 3)

1. All wave flags toward front (4 counts).
2. X's turn obliquely to L.; O's to R.
3. Wave flags during 4 counts.
4. Reverse position, X's to R.; O's to L. Wave flags during 4 counts.
5. All face front. Wave flags.
6. Partners cross flags.
7. Hold flags forward. X's drop to left knee; O's drop to right knee. Wave flags toward front.
8. Raise flags above heads and wave.

9. Partners cross flags.
10. Hold flags forward. Arise.
11. A's advance to line with B's; C's retreat to line with B's.
12. All advance to front waving flags.

**ALL RECITE**

"Flag of the free heart's hope and home,  
 By angel hands to valor given,  
 Thy stars have lit the welkin dome,  
 And all thy hues were born in Heaven.

Forever float that standard sheet!  
 Where breathes the foe that fell before us,  
 With Freedom's soil beneath our feet,

And Freedom's banner streaming o'er us."

X's advance one step; O's retreat one step. X's march to rear; cross rear to R., march toward front, taking position of O's in Fig. 2.

O's march to rear; cross to L., march toward front, taking positions of X's in Fig. 2.

The curtains are drawn aside for tableau.

**TABLEAU: "DEFENDERS OF THE FLAG"**

Uncle Sam stands holding large flag. At his right stands a soldier with gun at "charge." At his left stands a sailor holding field glasses as if peering into the distance. Colored lights, if desired. Any good flag song may be sung off the stage.

The curtains are closed and music resumes.

**MARCH**

Each group turns toward center, marches down to front in line parallel to one held during tableau. Turn and march back to center rear. Here the leaders meet. Both turn and march in double line to front, with flags crossed. Groups separate, one to L., the other to R. Each circles twice about, as before, and take positions for tableau.

**ALL RECITE**

"There are many flags in many lands,  
 There are flags of every hue,  
 But there is no flag, however grand,  
 Like our own red, white and blue.

Then hurrah for the flag, our country's flag,  
 Its stripes and white stars, too;  
 There is no flag in any land  
 Like our own red, white and blue."

If desired, one may step to center while others give flag salute.

The curtains are drawn aside for tableau:

**TABLEAU:**

**"OUR FLAG AND LIBERTY SYNONYMOUS"**

A girl, representing Goddess of Liberty, stands upon low pedestal holding torch. She is draped in American flag. Colored lights may be used. "Star Spangled Banner" may be sung by chorus off stage, accompanied by those in front.

(Curtain)

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**PICTURE STUDY**

(Continued from page 402)

Ansdell was in Spain in 1856 and 1857 he painted "The Water-Carrier" and "Mule Drinking," and later, under Spanish influence, he painted "Crossing the Ford, Seville," and "Feeding the Goats in the Alhambra." A picture of deer life, entitled "The Home of the Red Deer," was painted in 1857.

Mr. Ansdell was made an Associate of the Royal Academy in London in 1861, and an Academician in 1870.

It is seen from the titles mentioned here that the artist was a lover of animals and of the activities of animals. He painted them in their native haunts and as the friend of man. He painted them in attitudes that reveal in many cases an almost human element in animal life. They are pictures which appeal strongly to the popular taste. Mr. Ansdell died in April, 1885, at seventy years of age.

F. F. C.

## The Toboggan Slide.

CHURCHILL—GRINDELL.

Authors and Publishers of Children's Songs.

1. Of all the sports we love the best, Is our to - bog - gan slide;..... We take our sleds up  
 2. Now all good teach - ers, kind and true, Come out and take a ride;..... If you are feel - ing

to the top, And swift - ly down we glide... What care we for the wind and snow, As  
 cross or blue, You'd bet - ter now de - cide... To bring a sled... to school some day, You'll

down the steep in - cline we go! We're out for fun we'll have you know, On the old to - bog - gan slide..  
 sure - ly find that it will pay; 'Twill drive the dull cares all a - way, On the old to - bog - gan slide..

**CHORUS.**

Slid - ing, slid - ing, swift - ly down we go! Slid - ing, slid - ing, o - ver the ice and snow; What care we for the  
 wind and snow, As down the steep in - cline we go! We're out for fun we'll have you know, On the old to - bog - gan slide.

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AUTHORITY.

Sister M. John Berchmans, O. S. U.

(Continued from January Issue)

The call to arms by the civil power is one of the most important prerogatives of state authority, and one in which the state has the obligation not to risk the lives of its subjects in an unjust war. Therefore the nation must see that its claims are just, important, moderate and certain. Before declaring war, every reasonable effort must have been made to settle the dispute by peaceable means. The state must be convinced that the war offers a fair prospect of success, for no one is justified in choosing the greater of two evils, and, therefore, least of all can the state do so. And finally, war can be undertaken only that it may bring about a just peace. When these four conditions exist, then the state's authority to declare war, and to call the nation to arms, necessarily makes it a duty for the subjects of the state to enlist and to obey the military authorities. Many who would criticise the unquestioning obedience of religious to the spiritual authorities would most rigidly insist on military obedience. The spirit of blind, instantaneous submission to military authority is immortalized in the words of Tennyson in the "Charge of the Light Brigade":

"Forward, the Light Brigade!  
Was there a man dismay'd?  
Not tho' the soldier knew  
Some one had blundered.  
Theirs not to make reply.  
Theirs not to reason why,  
Theirs but to do and die."

This unswerving obedience of subordinates to superior officers has ever been the secret of the world's greatest victories, whether on the fields of Marathon, or in the forest of Argonne, whether led by Alexander the Great in ancient times, or by Marshal Foch in the great world war. However, there is one attribute to which domestic, civil or military authority can lay no claim, that of infallibility; for the father in the family, the ruler in the state, the general in the army, are all human, and therefore liable to err.

It is in the true church alone, that we are sure of finding an infallible authority; for Christ said to His church, "He that hears you, hears Me; and he that despises you, despises Me." St. Paul says in his epistle to the Romans, of God. Therefore he that resisteth the power, resisteth no power but from God, and those that are, are ordained of God. Therefore he that resisteth the power, resisteth the ordinance of God, and they that resist, purchase to themselves damnation." Ever since the sixth century, the word hierarchy has been used to denote the totality of ruling powers in the church, the word itself being derived from two Greek words meaning sacred and rule, and thus the word connotes the care and control of holy or sacred things. The Hierarchy in the church is modeled on the heavenly hierarchy of the angels, and implies a gradation in which the lower grades are subject to the higher ones. In the middle ages, the question sometimes arose as to whose authority was the greater, that of the general council or that of the Pope. But the council of the Vatican in 1870 forever settle this dispute by making it an article of faith, that the Pope when speaking as vicar of Christ on faith or morals to the universal church is by himself infallible.

In the church there is a two-fold hierarchy, that of order, and that of jurisdiction. The hierarchy of order exercises its power over the Real Body of Christ in the Eucharist; that of jurisdiction over His Mystical Body, the Church. To the hierarchy of jurisdiction, Our Lord gave authority to guide the faithful along the paths of duty and in the practice of good works. Since Christ instituted His Church, as a perfectly organized external society, He endowed it with legislative authority, by which it could make and sanction useful and necessary laws; judicial authority or the right to judge how the faithful keep these laws; the coercive authority, by which it can enforce obedience and punish disobedience to its laws; and administrative power, by which it can make necessary provision for the proper celebration of worship. Ordinarily the teaching power is connected with

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The personal and close attention of the teacher to the pupil's needs necessitates the use of supplementary work. Hitherto, teachers have been obliged to search here and there for appropriate material which, when found, had to be written on the blackboard for the pupils to copy; and while this method produced very satisfactory results, yet it was extremely wasteful of the time and energy of the teacher and of the pupils.

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## The Catholic School Journal

the power of jurisdiction. The Council of Trent defined the Divine institution of the first three grades of the hierarchy, the episcopate, the priesthood, and the diaconate. The other orders of subdeacon, acolyte, exorcist, lector and porter are of ecclesiastical origin. This hierarchy arose at the end of the second, and the beginning of the third century, and we read that it was definitely fixed at Rome, under Pope Cornelius, A. D. 251. Eusebius records in his ecclesiastical history that in his time, the Roman Church counted forty-six priests, seven deacons, seven subdeacons, forty-two acolytes, fifty-two clerics of the lower orders, including exorcists, lectors and porters. The Latin Church therefore counts eight grades in the hierarchy of order, the episcopate being considered a separate order from that of the priesthood, and the ecclesiastical tonsure, not being an order, but merely a necessary antecedent condition for the lawful reception of orders proper.

By virtue of the primacy given to St. Peter alone, the supreme authority in the church belongs to the Pope alone. Metropolitans, called also archbishops, have real rights over the bishops within their ecclesiastical provinces, and over the province itself. Next comes the bishops, the successors of the apostles, who of divine right rule the dioceses entrusted to them by the Holy See. Lastly, at the head of a parish, is the pastor with ordinary jurisdiction. The authority of the Pope alone is immediate over all the churches, and over each one in particular, over all the pastors and faithful, collectively and individually. Therefore the theory proposed in the fifteenth century at the councils of Constance and Basle, which made the Pope subject to an oecumenical council is false, and was condemned by the church which teaches that a general council does indeed possess sovereign authority in the church, but it can not be an oecumenical council without the Pope.

Associated with the Pope in the government of the church is the collective body of cardinals, known as the Sacred College, and they form the ordinary council of the church. They preside over the different sacred congregations, to each of which, subject to the orders of the Pope, is assigned its special work referring to the government of the church. During the vacancy of the Holy See, they discharge urgent business, and they alone have the right to elect the new Pope, who is ordinarily chosen from among them.

A student of church history, in first becoming acquainted with the disorders and looseness of life of some of the popes of the eleventh century, might feel his faith weaken; but certainly nothing can be a more convincing proof that the church is of divine origin, and that its authority is divine, than the fact, that men who in their human character disgraced the chair of Peter, never taught anything but the divine truth committed by our Divine Lord to St. Peter, when He said, "Feed My lambs, feed My sheep."

Reviewing our subject, do we not see there is a beautiful harmony and order existing in domestic, civil and ecclesiastical authority, and that the home is the nursery, guarded and nurtured by parental authority, where sprout the seedlings that will later grow into mighty powers to rule the state and church? Many a storm-tossed soul, beaten about amid the waves of doubt and dissension of the jarring sects, has never found tranquillity of spirit, and true happiness, until it has submitted to the authority of that one infallible church to whom Christ, the Eternal Truth, said, "He that hears you, hears Me," and he that despises you, despises Me."

### OPPORTUNITIES FOR FOREIGN STUDENTS.

The Bureau of Education of the National Catholic Welfare Council has published a Bulletin of 53 pages on "Opportunities for Foreign Students at Catholic Colleges and Universities in the United States." It has been prepared especially for distribution in the Philippine Islands, Porto Rico, Mexico and various countries of Central and South America from which a considerable number of Catholic young men and women come each year to this country for higher education. Copies of the Bulletin may be had for 15 cents each from the Bureau of Education, Catholic Welfare Council, 1314 Massachusetts Ave., N. W., Washington, D. C.

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### VISITORS TO THE SCHOOL ROOM.

By Very Rev. H. P. Smyth.



Useful as they may be, their name should not be legion; they should in fact be few and far between. They may serve a good purpose, but they may also cause distraction, or perhaps affect injuriously the morale of the room. It is never possible to exclude them, but if they have little understanding the teacher requires much tact. It will not do to speak slightlying of them to a class, but a way must be found for restoring the decorum which a visitor's folly may have upset.

Visitors who have no experience in school work ought to be satisfied with looking on. Let them come in quietly, observe silence and depart as they came. I do not, of course, demand that they should be solemn or stern, but a smile on coming and another on going ought to complete their programme.

If one have experience in school work, the capable teacher will tell him or her of the methods pursued, or perhaps request him to say something or ask questions. No one has a right to "butt in" without permission from the teacher.

The frivolous person who comes to pass the time, tell jokes, air his (or her) vanity, or unburden himself of some crotchet, should not be encouraged. I am aware that the undesirable visit may be paid by one who cannot be dismissed. In such an event, it behooves the teacher to make the best of a bad matter. I can suggest no remedy.

The conscientious teacher who has definite work to do cannot welcome idle visits. The school year is comparatively short, there are many holidays, occasional illness, weather that is very cold, weather that is very hot, and yet a year's work to be done. It is not easy to get children down to business after any vacation; it is not easy to get them down to work on Monday morning, or in fact, on any morning. It is splendid to see an entire room silently concentrated on the class subject. That this should be interrupted by an idle visit from some one is certainly provoking. The morale of the room thus destroyed is not easily restored. The visitor's duty is to aid the policy of the teacher and thus assist in building up. When he forgets this he is a nuisance.

The competent teacher—confident because competent—will not stop her work because of the presence of a visitor. It is presumed that he comes to see the class in operation; and it would be as reasonable to stop the machinery when one comes to inspect a factory as to stop teaching when some one enters to examine the school work. The teacher ought to be satisfied with directing a pleasant nod towards the newcomer, and go on with her work. When a priest comes in Catholic school children usually recognize his entrance by standing up. This can easily be done without interrupting the work. Should clerical visits be frequent, formalities will often be dispensed with.

It must not be inferred that I oppose politeness on the part of teacher or class. On the contrary, I hold that it should be sedulously cultivated. My opposition is to anything that distracts children from their work, or diverts their thoughts into frivolous channels. If the visitor have anything to say let it be pleasant and encouraging. But the professional jokist who desires to create a riot of amusement ought to seek another time for doing it. The serious hours of class work is not the time. The growing tendency to limit study to the school room makes interruption less justifiable.

Parents, of course, ought to visit the school and become acquainted with the teacher. The teacher is the parents' aid or substitute. There ought to be a perfect understanding between them. Yet, if the parent have not some knowledge of school work, it were better that he or she should see the teacher outside of class hours.

Just as there ought to be no friction between parent and teacher, there should be a thorough understanding between teacher and principal. It were outrageous that any one should pass sentence on a teacher before her class. It is the duty of every one concerned in school work to sustain

the authority of the teacher. Any advice or correction that may be necessary should be given in private.

The school-room visitor ought above all things to be a person of good judgment. Nothing can take the place of sanity in the situation. A knowledge of the child mind is also indispensable. Genius cannot take the place of either judgment or insight. Indeed, undisciplined genius may easily play the part of the great beast in a china shop.

Nor does general education suffice. A man may have graduated with honors from college, university or seminary, and yet be unfit to visit schools. To do this effectively requires special aptitude and training. It also requires that one have a definite plan and purpose in visiting, and that he keep the purpose before him during his visit.

It is lamentably true that not one in every twenty, even of the educated, makes a desirable visitor in the school room. Qualified neither by nature nor by training, they come into the room idly to encourage idleness. They tear down, and do not build up.

The time, we trust, is not far distant when the Catholic Church, with its instinctive and unerring knowledge of the time's needs, will impart a knowledge of pedagogy to the seminarian, in order that when he takes up the work of the ministry he may be a genuine acquisition to the school room. Only add to what is his now,—knowledge of the law, devotion to the work, love of children—the necessary guidance in school efficiency, and a new force comes into active operation in the great cause.

Let me sum up what I would demand of the visitor: A definite purpose in the visit, a definite plan in carrying out the purpose, respect for teacher and pupils, pleasantness, but the elimination of all frivolity and buffoonery, knowledge of school work or, in its absence, silence; a determination to support the authority of the teacher and to aid the morale of the school. A visitor possessed of these qualities should be welcome; the latch-string should not be out for any other.

### IMMEDIATE PREPARATION OF THE TEACHER.

By Sister Miriam, O. M.

While reading "Christian Perfection" we have often smiled at our paradoxical selves there pictured: we who have left all to follow Christ do sometimes, the author tells us, attach ourselves cohesively to a thimble and refuse to be divorced from it. Somewhat analogous to this is our whole-hearted offering of ourselves for the education of youth as compared with our half-hearted preparation for daily lessons. Like the average citizen we are stirred to action by the loud call of the drum, while the still small voice leaves us inactive and heedless. Yet not to qualify this statement is to be misleading: many of our teachers, if not most of them, feel the call to noble action which the lesser occasion offers, and fortunately for our young, follow it eagerly. And this is especially true as regards daily preparation. Certain that only a perpetual rousing of self, a perpetual initiative, will keep fresh and sweet what might otherwise be a monotonous task, they make constant small sacrifices of ease, comfort, convenience and advantage for the sake of our precious little ones. Pupils, parents, and principals rise up and call them blessed, yet surely not in this, but rather in the resultant personal development of intellect and character, the satisfaction and peace of conscience is found their reward.

Teachers who do not prepare adequately may be divided into various classes: First, those who look in vain at the daily horarium for a sufficient number of hours wherein to prepare a heavy program; secondly, those who are devoting present time to future needs, such as the A. B. degree to be required of Pennsylvania High School teachers in 1927; third, those who are willing enough but know not how to utilize the time allotted for preparation. All of these have our unavailing sympathy, but the former classes deserve also our prayers that those in authority may hasten the drastic rearrangement of present schedules made imperative by modern school rulings. In many communities the number in the third class is being constantly diminished by normal school training, by intercourse with other teaching communities at summer schools, and by contact with real live teachers who point the way. Where possible, the second class is being relieved of a double burden by appointments to classes, preparation for which has a bearing on the subjects being pursued personally. But what

## The Catholic School Journal

### THE TEACHING OF HISTORY.

(Continued from Page 398)

adopted by our parochial schools the aim is as follows:

1. To give the pupil a clear idea of the principal occurrences in the development of our nation.

2. To give an understanding of the institutions of our country, and their origin.

3. To engender in the pupil a recognition of and a feeling for what is good and great, and to awaken in him a sympathy for all praiseworthy endeavor.

4. To induce right conduct through the imitation of illustrious examples.

5. To foster a love of country.

So much for the aim, now for the methods. One of these methods quoted by Professor Johnson in his "Teaching of History", suggests that there should be "well-defined stages of historical instruction corresponding to stages of the pupil's development, and that in each stage there should be a survey of the field as a whole. In the most elementary survey the design is to leave vivid impressions of individual persons and events, ..... with little or no attempt to make a connected story. In subsequent surveys facts already presented are again brought out, but new facts are added and there is an increasing emphasis on the relation of facts to each other."

Another method advocated by Professor Mace in his "Method in History", is to follow the five lines of growth which "move on down through the life of a people"; these lines trace development in the five well-marked phases of religious, political, educational, industrial, and social life.

A third method would have the teacher emphasize causes rather than facts. This may seem above the intellect of the pupil in the elementary school, but if one recalls the child's natural inclination to ask questions, one realizes that telling him the "why" of a thing may help him to remember the thing itself. After all, *totopis*, the Greek word for history, meant in early Greek usage an inquiry designed to elicit truth, and it was applied in this sense by Herodotus to the famous narrative which won for him later on the title of "Father of History".

A method recommended by a college professor may, in the following simplified form, prove helpful in the elementary school. Each pupil is required to master a certain number of facts; when the time for recitation comes, each one writes on the blackboard a summary of the facts assigned to him; the teacher then tells the meaning of these facts, their causes and their effects. In this way the pupils learn the data, the teacher gives the interpretation. In a large class it would be obviously impossible to have each child go to the blackboard, but the plan could be followed by assigning certain facts to certain groups and letting one child from each group write the summary. It is scarcely necessary to say that one should not tell the group which of its members is to appear in public until the time for such appearance actually arrives. The plan may sound difficult but it has been tried with marked success by a teacher of our acquaintance whose pupils were neither few nor brilliant.

For the use of the teacher himself, we suggest the historical method of analysis. He should analyze the facts that he is to teach and try their truth or falsity; then, taking the facts that he has found to be true, he should construct the history of the person, event, or period, which he is to present to his pupils. But where can one learn the truth or falsity of historical facts? From original sources if possible; when these are not available, one may consult a standard encyclopedia or text-book. Moral, not absolute, certitude is all that one may hope to obtain.

Whatever method we may use, there are certain underlying principles the soundness of which can hardly be disputed. Whether we begin with the early history of our country and go forward, or start with the present and go backward, it is certain that we must go from the concrete to the abstract. Again to teach effectively we must, especially in the case of the younger children, appeal to as many sense faculties as possible. Let the eye see while the ear hears; let the hands draw maps, or charts, or pictures, let the feet do their share of the work by taking the child to places of historical interest, or to libraries in which he will find such places depicted or described.

#### "High Teachin'."

Most persons of good faith entertain exalted ideas of the educational abilities of nuns. The other day, on the street car, a dear old lady came forward to the vacant seat beside me. It was the only place not taken, so with much the air of one entering a consecrated sanctuary she sat down. Her smiling eyes bespoke love and reverence as she greeted me, and, on learning that I was a stranger in Omaha she pointed out as we rode along various places of interest. In answer to her expression of wonder at seeing so many Sisters of various orders riding daily on the car, I informed her that many of them were attending the Creighton University Summer School conducted by the Jesuit Fathers. "They teach the Sisters!" she exclaimed. "My! That must be high teachin'!"

God bless the dear old soul in her sweet simplicity! The incident, however, furnished thought for practical meditation. Considering the confidence with which hundreds of parents in the succeeding years place under our care and instruction their Rachels and their Benjamins, our responsibility in acquitting ourselves of the sacred obligations of teachers is appalling. Not until we can testify that we have squandered no opportunity of self-improvement, and left unturned no stone in our efforts for the advancement of our pupils, can we look with irreproachable candor into the eyes of the trusting mothers who look up to our "high teachin'."

An Oklahoma Sister.

# CATHOLIC TEACHERS and STUDENTS' EDUCATIONAL CRUISES

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The name above has been given to a new feature in summer vacation travel, for the purpose of providing for teachers and students in Seminaries, Colleges and Convents a means of spending their summer vacations in a pleasant, healthful and educational manner.

Nothing of this kind has previously been undertaken, and since it is honored by the blessing and approval of the Holy Father and Cardinal Gasparri, the Papal Secretary of State; the patronage and active co-operation of Cardinal O'Connell; the commendation of Archbishop Ceretti, formerly Assistant Papal Secretary of State and now Papal Nuncio at Paris; Archbishop Bonzano, the Apostolic Delegate to the United States; and the enthusiastic support of the ecclesiastical authorities here in general, we confidently believe that it will strongly appeal to all Catholics and through their interested co-operation become a magnificent success. In addition to the above we will have the great distinction of having with us on the cruise (if conditions at that time permit) Admiral William S. Benson, U. S. N. (retired). The business management will be under Mr. John J. McGrane.

The manifestly delighted interest already evinced by educators and students is also a gratifying proof that the cruise will receive their enthusiastic support and patronage.

No education is really complete without a knowledge of other lands and other peoples, and a correct knowledge of these is acquired only by a visit to them. To students who are near to graduation and before beginning the world's activities, what greater or more desirable and beneficial treat could be given? For teachers, the advantages are obvious.

For this purpose arrangements have already been made by us, whereby two up-to-date ships have been secured, one for the exclusive use of the male students, and the other one for female students, each under the Spiritual Direction of a Right Reverend Bishop, who will have as his associates members of the various religious teaching bodies.

The cruises will cover the period between, approximately, July 1st and September 10th, 1922, and the party will visit about twenty of the principal ports of the Atlantic Ocean, Mediterranean, Adriatic, Aegean and Marmora Seas; stopping one week in Jerusalem and one week in Rome, where we expect to attend the Holy Father's Mass and receive Holy Communion from his hands.

The daily program on shipboard will consist of Mass (on deck in pleasant weather), lectures, concerts, games, moving pictures, etc., rosary and benediction in the evening. While the exercises will be carefully arranged, they will be devoid of everything like strict discipline, thus giving the students all necessary latitude for rest, reading, writing, etc.

Every convenience in the way of baths, laundry, valet, medical attendance, trained nurses, etc., will be provided.

The cost of the cruise will be from \$1,200 up (depending upon the size and location of the room on the ship); this is ordinarily exceeded by that which is incurred for a similar vacation period in the way of hotels, traveling expenses, extra clothing and spending money, all of which often prove unsatisfactory.

There is a limit to the number who may be accommodated, and their greater comfort and choice of steamship rooms depends largely upon the earliest possible reservations.

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## The Catholic School Journal

Since this paper deals with the teaching of history, it lies beyond its province to discuss the grading of the subject. We should like to state, therefore, that while the course that we are about to suggest calls for the introduction of the study of history in the first grade, it may be readily adapted to any system of grading that holds in our elementary schools. Briefly stated, the course is as follows:

**Grades I and II.** In these grades give the children an impression of primitive life; tell them about the Indians, how they lived and what they did. Interest the children in public holidays; as these occur during the school year, hold special exercises in which the children take part; this will help them as nothing else could do to grasp, very gradually to be sure, what the day really means and why it is commemorated. Tell stories, show pictures, let the children play games. The more concrete the teaching is in these grades, the more effective it will be.

**Grade III.** Enlarge upon the work done in previous grades. Give further details of Indian life; tell of the work of the warriors, their hunting and fishing expeditions; of the occupations of the women, how they looked after the house and tilled the fields; of the training of the children, how they learned to run, and to use the bow and arrow. Speak of the great heroes of the world, particularly those of our own land, and let the children read easy stories about these heroes. Tell them, too, the story of our flag, how it is made, and what it should mean to every child.

**Grades IV and V.** The history periods in these two grades should be devoted chiefly to reading and studying the biographies of great men. While we ought to dwell at greater length upon the leaders and pioneers of our own country, not forgetting the brave missionaries who sacrificed their lives for the spread of the religion of Jesus Christ among the Indians, we should give some attention to the heroes of other nations and to the great men of antiquity. The pupils of these grades are at the age in which the daring deeds of discoverers, explorers, warriors, inventors, and Christianizers make a strong appeal.

**Grade VI.** In this grade biography should take the pupils back to those European countries whose sons and daughters discovered, explored, colonized, or Christianized our country. This method emphasizes an important and fundamental fact of history, namely, that all Americans came originally from Europe, and that they brought with them to this country their customs, their language, and their religion. This fact will naturally awaken the interest of the children in the history of other countries, and will enable them to understand many things which, otherwise, might be inexplicable.

**Grade VII.** The real study of American history begins in this grade. With the knowledge already obtained from story-telling and biography, the pupils are prepared to make a more serious and rational study of the exploration and colonization of North America up to 1776. Special attention should be paid to the heroic labors of the Catholic Missionaries.

**Grade VIII.** The work of this grade is to continue the history of the United States up to the present time. The social and industrial change in the condition of the country should be emphasized. Rational history, which explains events by cause and effect, should be stressed. French and English sections of the country should be carefully considered with a view to promote harmony and good will.

The foregoing outline course is merely suggestive and is so general in character as to leave plenty of leeway in its adapting to that most important of all factors in the teaching of history—the teacher.

Methods, maps, charts, text-books, pictures, stories, games, historic plays; all these are useful and even necessary in the teaching of history; their power, however, is only potential and must be utilized by the living agent. Methods, poorly employed, lead to routine work; maps and charts, inadequately explained, become a series of colored pictures, lines, and dots; text-books are often neither clear nor interesting, sometimes incorrect in statement or prejudiced in interpretation; pictures require explanation; games, unless properly directed, are neither in-

structive nor recreative; historic plays call for training, costumes, and suitable staging; stories are so valuable an asset in teaching history that we shall give them special consideration.

The telling of a story is quite as important as is its selection. Every teacher of history should be, every teacher of beginners must be, a good story-teller. An observance of the following principles will, we think, help to make story-telling both effective and successful.

1. Prepare the subject matter carefully and understand thoroughly the relation of parts and characters. A patched-up story arouses neither interest nor enthusiasm.

2. Enter into the spirit of the story and make the characters live and act; transport the children in fancy to the scene of the story. Remember that the effect of the story depends upon the vividness of the impression made by the one who tells it.

3. Choose language appropriate to the subject of the story and to the grade of the pupils to whom you are telling it. Increase interest by contrasts and similarities.

4. Avoid unnecessary repetition and details and sustain interest by keeping a progressive unity in thought; digressions and discursiveness beget inattention in the hearers.

5. Do not turn the attention of the pupils from the story to yourself by inappropriate voice, or unsuitable gesture, action, or facial expression.

6. Bring out the ethical value of such stories in history as teach lessons of mercy, steadfastness, patriotism, truthfulness, honor, love, courage, and duty. Try to lead your pupils to see for themselves the good moral qualities of characters in history.

Besides accurate information and professional knowledge, the teacher of history must have a living sympathy with his subject. He must be enthusiastic about it. In few studies is enthusiastic interest on the part of the teacher so necessary as in the study of history. The presence or absence of this interest will commonly determine whether the pupils find the history lesson a dull grind or a pleasant exercise. Again the teacher must be able to feel the dramatic aspect of the history story and to pass it on to his pupils. Listen to such a teacher speaking of some historical character. What is it that attracts you? The warmth of his words, the vivid mental picture that he places before you. As he unfolds the dramatic story you are carried in fancy to the land of the hero. You see him a little boy gradually growing to manhood. Then the scene changes, he is winning some important battle or performing some brave deed. All the noble and generous qualities of your being are aroused. You forget the present and live, for the moment, in the past. This is the way in which history should be taught, for it interests, visualizes, vitalizes.

Finally the teacher of history should supervise the study and direct the reading of her pupils. He might also give variety to the history lesson, at least in the higher grades, by assigning to the class some problem to be solved. Having assigned the problem, he shows the pupils how to work out the solution, telling them the books in which they will find the required data. After the pupils have handed in whatever information they may have selected and the teacher has looked it over, the problem is discussed in class; then the correct solution is worked out on the blackboard and copied by each pupil.

For the Catholic teacher there remains the duty of dwelling on the religious aspect of history, so that her pupils may be proud, not only of their country, but also of their Church. Many of the text-books say so little about the part that Catholics have played in the making of American history, that this duty becomes imperative if we would have our children imbued with correct historical ideas. We need not "preach in season and out of season", but seek rather to give in all our teaching the Catholic point of view. In our story-telling especially many opportunities occur of turning the attention of the children, at least for the moment, to the things that "are of God". Perhaps we could close this paper with no more fitting quotation than a poem, published a few months ago in a magazine, which might well be used in telling the children the story of our flag.

**OUR FLAG**

Red, white and blue, long may it wave,  
The flag of loyal hearts and brave!  
Upheld by noble sons and true,  
God bless the red and white and blue!  
Its bars of white, an emblem fair  
Of Mother Mary's love and care;  
Its bars of red, the crimson hue  
Of blood Christ shed for me and you.  
On field of blue, its stars of white  
To tell the trust God must requite,  
The trust in love no time may span,  
The love of God for sinful man.  
In triumph be our flag unfurled,  
A banner to the weary world.  
Upheld by noble sons and true,  
God bless the red and white and blue!

**A STUDY OF BEETHOVEN AND THE FORMS IN MUSIC.**  
(Continued from Page 399)

by playing one, two or three movements. On the contrary, each movement expresses a complete musical thought, whereas the four movements together depend so much upon one another, that they form the expression of but one musical idea.

Beethoven's place in history has long been a decided question. Beethoven's greatness consisted in his making the art of music a means of expression and not an end. He did not seek technic, but that which gives technic its true worth and value. No convention, however sacred, stood in his way, when he wished to give utterance to a great thought in music. The sonata form, that form sacred to all music lovers, would have been discarded by him, if he had found any other vehicle of musical thought that would give better expression to the sentiments of his noble soul. Moreover, Beethoven expressed his thoughts in this particular form, in the simple, child-like inspirations of his little sonatas, as well as in the sublime soarings of his later works. No other composer has equalled him in this regard. The range of mechanical difficulty in his works is something enormous. In this particular regard he stands alone among the musical geniuses of all ages of the world.

The following letter addressed to Mr. Denis A. McCarthy, a member of the editorial staff of The Journal, is reproduced in these columns by permission. It indicates that the scope of The Journal's articles are comprehensive and timely.

(Seal) The Commonwealth of Massachusetts,  
Office of the Commissioner of Education.

Boston, Mass., December 5, 1921.

Mr. Denis A. McCarthy,

7 Acton Street,

Arlington Heights, Mass.

My dear friend:

I am delighted to have a copy of your article which appeared in the Catholic School Journal. The advice you give is sound and I wish that it might be heeded, not only by those to whom you especially addressed the appeal, but by the youth generally.

Sincerely yours,

(Signed) Payson Smith.  
(Commission of Education of Massachusetts.)

**The New Pope**

Fifteen days after the death of Pope Benedict XV., a new Pope was elected, Monday, Feb. 6, in the person of Cardinal Achille Ratti, Archbishop of Milan, who has taken the name of Pius XI. The new Pope belongs to the school of Benedict XV., and has announced that Cardinal Gasparri will retain his office as Papal Secretary of State under the new Pontificate.

The new Pope appeared on the main balcony of St. Peter's and from there blessed the city and the world. No Pope has appeared in public since 1870, when the papal temporal power ceased, and Monday's public blessing means that the Church has begun a new historic phase. The coronation took place Feb. 12.



Cardinal Ratti, former Nuncio to Poland

**More Opposition to the Towner-Sterling Bill.**

Decrying the plan to establish a National Department of Education as an attempt "to bureaucratize and to bring into uniformity the educational system of the whole United States while making the most solemn assurance that nothing of the kind was intended," Dr. Nicholas Murray Butler of Columbia University, in his annual report just made public urged the continuance of "the free and natural system of education that has grown up among us" and pointed to French and German experiences as lessons to Americans of what may flow from highly centralized control.

**Portrays Christ on Stage**

An impersonation of Christ has been permitted for the first time on an English speaking stage in the production in London of Strindberg's symbolic play "Advent." A fourteen year old girl appeared as the redeemer.

In recent years several plays have been refused license here because they included Christ as one of the characters. Others received permis-

sion to play on condition that no character should appear reminiscent of the conventional conception of Divinity in human form.

**Wise School Recommendations**

Among wise recommendations of the New York Catholic School Board, we find the following prescriptions, designed to provide against panic and disorder in case of danger in the schools from fire or other cause:

(1) No principal in charge of a school of more than 200 pupils should be required to teach a class. (2) The youngest children in a school should be provided with classrooms nearest the street. (3) All doors of the school building should be open during school hours every day, and all doors should open outward. (4) An organized "rapid dismissal drill" should be practiced in every school once a week during the school terms on varying days of the week, and at varying hours of the day.

**Plan for Unveiling Nuns' Monument.**

Plans for the unveiling of the monument to the "Nuns of the Battlefield" at the National Capital were discussed at a meeting of the national directors of the Ladies Auxiliary of the Ancient Order of Hibernians at Washington.

The unveiling will be made an event of national importance and distinguished clergy and laity from many parts of the country as well as prominent government officials will be invited to take part in the exercises. It is hoped that the monument will be completed within a year. Eleven orders that served during the Civil War are shown in the model, which is now completed.

**New Zealander's Libel Disproved**

Catholic schools in New Zealand are more than holding their own despite adverse conditions, it has been revealed there as a result of an attack on the Church and Catholic education made recently by Sir Robert Stout, chief justice and former premier of New Zealand, who is reported to have declared that "the churches in the Dominion were placing hindrances in the way of popular education by their efforts to secure religious training in the state schools," and that "few scholarships have been won in secondary schools by their pupils, while Roman Catholics have obtained none at all."

To contradict these alleged assertions a number of conspicuous successes of Catholic schools in New Zealand have been pointed out.

**The Fall of Dublin Castle**

With the transfer of governmental authority in Ireland to the Provisional Government, the Irish people now come into physical possession of the old stronghold of British power. Dublin Castle is theirs at last, with all the sentimental influence that its conquest betokens. In a political sense something comparable to the fall of the Bastille has occurred, and though there are no dungeon doors to open,

## The Catholic School Journal

there is a bonfire of secret records to heighten the parallel.

For seven centuries the castle has stood as a seat of British domination. It was originally erected in the first part of the thirteenth century but its main bulk dates from the sixteenth century.

Arthur Griffin, the first head of the Irish Free State, was educated by the Christian Brothers. He attends mass daily.

### Fighting Fire Brothers Miss Mass

The Christian Brothers in charge of the Lincolndale Agriculture school, Lincolndale, N. Y., were so busy fighting a fire in one of the large wheat barns on the place, one Sunday morning recently, that they missed the 8 o'clock Mass at the local chapel and had to hire a bus to ride seven miles to Mass and to Holy Communion at a church in another town.

These brothers realized that true religion commanded them to be where their duty lay. Their duty at that time was helping the boys of the school and others to fight the fire. The boys by the way rescued 150 cows from a stable next to the burning barn. They marched the cows back in safety to the barn after the fire was out, in time for the cows to get their breakfast. The damage is estimated at \$15,000.

### Conduct Sewing Classes in Schools.

Miss Celestine L. Schmit, formerly of the Home Economics Department, University of Wisconsin, has introduced the French system of teaching children sewing in classes which she conducts every Friday at St. Francis school, Milwaukee, Wis. There, on Friday afternoon, the girls in the commercial class meet. In the evening representative girls from several parochial schools and from the Home of Our Lady of Good Council are taught with the understanding that they in turn will pass on the instruction to their various groups.

### Plan Important Undertakings

Catholics of the Archdiocese of San Francisco have been urged by Archbishop Hanna to throw their entire energies into work in behalf of three great projects outlined by His Grace at a meeting of the clergy held in St. Francis' Technical School. They are:

1. The building of a large preparatory seminary for the training of priests at Los Altos, where grounds already have been purchased.

2. The building of a commodious clubhouse and recreation centre for boys in San Francisco.

3. The raising of a fund to send Catholic teachers into the rural districts of the State.

A campaign will be carried on in April to finance these projects, and all parishes in the diocese have been requested to abandon for the present all other contemplated drives for funds.

Archbishop Hanna, in his address, pointed out that facilities at St. Pat-

rick's Seminary in Meulo Park were inadequate for training sufficient young men for the priesthood and that a new training school for junior students was necessary.

No less pressing, he declared, was the need of a social centre for boys, where they will be surrounded by Catholic influences. In speaking of the need for Catholic teachers in the rural districts he declared that it was his aim to bring religious education into the home of every Catholic family in the archdiocese.

### Health Crusade "Game" in Schools.

The Modern Health Crusade, a health "game" which is sweeping over the country at present through the schools, has been installed in the parochial schools of the archdiocese of St. Louis, and is being introduced into the different institutions under the joint auspices of Rev. James P. Murray, superintendent of parochial schools in St. Louis, and the Tuberculosis society of St. Louis.

Following an official letter of approval of the plan and purposes of the Modern Health Crusade from Most Rev. Archbishop Glennon, the Tuberculosis society of St. Louis at once began sending the crusade to the parochial schools.

The Modern Health Crusade, as adopted by the parochial schools under Father Murray's jurisdiction, is the revised version made by the Tuberculosis society of St. Louis and introduced into the schools of St. Louis county last fall. It is a simpler form than that used elsewhere in the United States, but is identical with the national form in all essentials.

The purpose of the crusade is to instill an interest in health into the minds of the children in the primary and grammar grades, and create health habits that will endure through life, thus making for a better physical next generation. The idea of the Modern Health Crusade is that of the crusades of the Middle Ages, and the common enemy is disease.

### Teaching Good Manners in New York Schools

The New York City public schools have started a course in good manners for children. It is proposed to set aside twenty minutes each week in which children will be instructed in the art of being courteous. The action has been the occasion for much joking on the part of the press.

It has been said that "too much manners are bad manners." While there may be some truth in this statement and manners are usually the expression of the ideas of an individual, they are the result of long growth and from a variety of individual experiences. In our conduct towards others we are largely influenced by what we believe they expect from us.

### Please Mention The Journal When Writing.

Readers of The Journal should know that the advertising means much in making the publication a financial success. Unless you mention The Journal when writing to its advertisers, recognition is not had.

### NEWS NOTES OF INTEREST.

Sister Alphonsa of the Loretto Order, who has been Mother Superior of the teaching staff of the St. Michael's parochial school, St. Louis, recently celebrated her golden jubilee.

The subject for the annual alumni essay contest at St. Mary's College, St. Mary's, Kansas, is announced. Each year the alumni association of the college offers a gold medal for the best essay written by a college student on some topic in English literature or ancient history. The subject this year is "Dante, the Poet of Catholic Ideals."

The Catholics of Ontario are demanding of the Provincial Government that they be conceded the same rights as a Catholic minority in school matters in their province, that are conceded to the Protestant minority in Quebec.

Precautions are being taken by the Burgomeister of Oberammergau and the committee in charge of preparations for Passion Play to prevent "profiteering" upon the thousands of visitors who are expected to go there next summer.

A high school costing between \$350,000 and \$400,000 has been offered as a gift to St. Louis University by an unnamed friend of the institution. Announcement of the gift was made by the Rev. M. J. O'Connor, president of the university, at a meeting of the St. Louis University Endowment Committee.

A new building for the Christian Brothers' College in St. Louis has been started, and on its completion in August will cost about \$225,000. A gymnasium and stadium will be erected later, the entire plant to cost approximately \$500,000. The Christian Brothers' College in that city was destroyed by fire on Oct. 5, 1916.

Maude Adams, Protestant actress, has given her \$130,000 country estate at Lake Ronkonkoma, L. I., to a Catholic Sisterhood. Miss Adams, who has not appeared on the stage for several years, became interested in retreats conducted by the Sisters for secular women, and while in Washington was accustomed to stay at the Convent of St. Regis.

From a non-Catholic has come the gift of a site for the nurses' home which the Sisters of Charity of the Incarnate Word are to build opposite St. Mary's Infirmary, Galveston, Tex. The three lots are valued at about \$8,000.

The seventy-fifth anniversary of the foundation of the Ursuline nuns' community in Galveston, Tex., was celebrated by an observance of three days' duration, when Rt. Rev. Bishop C. E. Byrne and Bishop Lynch pontificated. A concert, recital and alumnae reception, with addresses by notables, featured the celebration.



**HUMOR OF THE SCHOOL ROOM.**

**Overcoming the Deficiency.**

Teacher (to one of her infants terrible, who has cotton in one of his ears): "Freddy, why have you put that cotton in your ears?"

Freddy: "Please, ma'am, because you told me yesterday that everything you told me went in one ear and out the other."

**Reinforced Virtue.**

Teacher: "In what part of the Bible is it taught that a man should have only one wife?"

Little Boy: "I guess it's the part that says that no man can serve more than one master."

**A Natural Conclusion.**

Teacher: "What are the properties of heat and cold?"

Small Pupil: "The property of heat is to expand, and of cold to contract."

Teacher: "Now give me an example."

Small Pupil: "In summer when it is hot the days are long; in winter when it is cold the days are short."

**A Truly Angelic Teacher.**

Head Teacher: "Miss Angelica, the pupils of your class lack discipline; you must treat them with more firmness."

Miss Angelica: "Oh! I do. I have told them often that if they did not conduct themselves with more discipline they would cause me to cry."

**The Dilemma of Johnnie.**

Teacher: "John, I shall punish you if you persist in spelling 'thoroughly' t-h-o-r-o-r-o."

John: "If you please, mam, my father said he would punish me if I didn't spell it that way."

His father is the author of that notorious book, "The Scientific English Grammar."

Teacher, on the point of collapse, maintains a very wicked gleam in her eyes.

**When the Sun Goes on a Rampage.**

Prof. Xenophon Short (addressing the class): If the sun in its swift course were to deviate a very little from its path and thus come nearer to us by simply one hundred times its diameter—a distance which translated into the smaller scale of things human and compared with the size of man, would be less than one-half of a city block—all our artificial light and heat, our beauty parlors, doctors' and undertakers' offices would suddenly become obsolete; for, together with all life, all water and air would disappear in a vast, swiftly moving cloud of vapor.

**Ways of Peace.**

First Vet: Captain "Bull" King, of the batallion, has been made assistant prof. of Ethics of our university.

Second Vet: Must have changed, then, as his ethics in the Argonne would not bear repetition before the co-eds.

First Vet: The cap. has certainly changed. Not the same man. Says "pardon me" and "if you please"; and is beginning to reach for his hat, on the campus, when passing co-eds.

**The Shortcomings of Napoleon.**

Prof. Alcibiades Simple (to the class): We have found, therefore, ladies and gentlemen, that great men share the faults of the common plebs; that deficiencies are common to us all: even—er—perhaps—er—I myself may—er—hum. Well, Miss Murphy will perhaps tell us how the most glaring defect of that great man, that bright star of the human galaxy, Napoleon Bonaparte, might have been overcome had he so desired and endeavored.

Miss Murphy (with becoming modesty): Yes, sir; by wearing higher heels.

**RELIGIOUS INSTRUCTION.**

Rev. M. V. Kelly, C. S. B.

**Training boys to serve Mass.**

Maintaining a list for attendance in the sanctuary is now universally recognized as a prerogative of the parochial school. It is a task which is expected to keep before itself the most beautiful ideals, ideals, however, experience too often proves difficult of realization.

Boys privileged to so intimately participate in the most sacred work on earth should be chosen with the greatest discretion. From the very beginning they should understand that their manner of assisting at Mass, their behaviour in the sanctuary, their deportment in church at all times must serve as a model to the entire congregation, young and old. The priest at the alter is under the minutest and most explicit directions that his every movement may edify in the performance of so holy a function. His minister comes next in importance of position, and, like the celebrant, has a strict ceremony to follow, and that for the same reason.

The gravity the position demands is perhaps beyond what can be expected of boyish nature. For this reason some advocate that men only men with years and seriousness should be permitted to serve Mass. Expediency, necessity, in most cases make such recommendations futile, and, since men can rarely be had, we must do the next best thing and get along as well as possible with the assistance of boys. All these considerations only prove the absolute importance of carefully training such as are to be entrusted with so sacred a mission. This, we owe to them for their own protection just as surely as to our exalted conception of the sacred function. The possibility of abusing grace with all its terrible consequences obtain here. We may have much to answer for if the object of our choice is not sanctified by his years of service.

Now, what is to be done? As already implied, only those who will behave respectfully and whose sense of reverence will become more marked as time goes on should receive any consideration at all. Then having taken time and trouble to enlighten them upon the seriousness of their duties we must be equally careful that the training therein be complete before they are allowed to enter upon them. It is a safe rule to never give a boy a cassock and surplice until he has learned all the responses and familiarized himself with the necessary ceremonies. This can also be urged on grounds of utility. Every boy is really anxious to appear in the costume of the sanctuary. This anxiety gradually loses its keenness until the day actually comes when we are expecting him and he fails to report. Why not get the very most out of him by taking care that the very first time he is permitted to appear he be thoroughly competent to serve.

The celebrant sins by omitting or mutilating even a word, a requirement suggesting the care his minister must exercise to pronounce all responses faithfully, accurately and with decorum. Precipitancy in one's movements at the altar begets scandal. The average boy is disposed to run; in any case, his movements are very much likely to be too fast than too slow. As a matter of fact his is never too slow. There is no instance on record. Much effort on our part, many reminders and corrections, will be necessary to secure becoming deportment; it is a responsibility, however, we cannot escape.

At High Mass a sanctuary filled with boys perfectly trained gives additional impressiveness to the ceremony. As a consequence most churches are bestowing more than ordinary effort to secure this feature. We go further and present them in a variety of colours, with effects not only impressive but often decidedly brilliant and attractive. Would it be possible to carry this too far? Is there not some danger of bringing the congregation under a spell somewhat similar to that experienced in listening to what is offered as church music and is not church music at all? Might not the faithful find in both no pious inspiration, no assistance to devotion, but rather something of the enchantment enjoyed in witnessing any gorgeous pageant or listening to elaborate musical performances of a worldly character?

May there not be additional danger to the sanctuary

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boys taking part, often for years? Their desire to appear is gratified. The rich colour of the cassock or mantella they wear is not lost on their sensitive imaginations. If the training given them has in view merely success of the ceremony, is there not just some danger of the boy's spiritual interest being sacrificed in the cause of display? One is almost tempted to ask is the whole procedure intended to develop the boy's piety at all, or are we not wholly absorbed in assuring attractiveness and splendor to the program they are carrying out? We may have forgotten to provide for the dispositions, the recollection, the piety, without which no one should ever be allowed to take part in such functions. Nor is this guaranteed by a mere negative observance. That he preserves silence, does not look around, maintains a becoming posture is not enough. Has he a prayer book? Is he using it? Are his thoughts towards the altar? Is he cultivating greater devotion to the Blessed Sacrament? Is he acquiring a greater reverence? Have we taken care to instruct him in the best methods of spending every moment of that precious time? Does he understand the wealth of grace available to all, trying to becomingly and properly perform duties so sacred? Are we regularly reminding him of this? Are we with equal regularity reminding him of the danger of abusing these opportunities of grace?

Again, familiarity breeds contempt and the circumstances with which we are dealing are no exception to the rule. We are accustomed to consider him a remarkable boy, indeed upon whom years of familiarity with the sanctuary have had no injurious effects. Generally, it is better, therefore, to limit the term of service. We shall make no mistake in adopting the plan of certain pastors who insist that two years be the maximum of a boy's assistance at the altar.

Carrying out the above regulation necessarily imposes additional burdens on the teacher, who, having bestowed considerable time preparing boys for the work, finds relief in the assurance that their services will be available for years. Overtaxing the teacher must certainly be avoided as far as possible. Is there no means of lightening her burden? I claim there is. Putting the prospective Mass-server in perfect possession of Latin responses has always been looked upon as an arduous task. That it need not be so becomes evident by a trial of the method outlined below. One class daily for a week will be found sufficient to complete the task. I have seen a boy of nine years learn to pronounce every word required in two classes of less than an hour each.

Lesson I.—Pronounce: a, e, i.

Lesson II.—Pronounce: me, ta, di, re, fi, da, bi, le, na, mi, ti, fa.

Lesson III.—Pronounce: mea, mei, meo, tibi, sui, eam, ei, tuam, meus, mishi, Deo, Deum, tua, suam, dea, quod.

Lesson IV.—Pronounce: qui, quod, qua, quare, quia, ae, oe, quae, quo-ni-am, sae-cu-la, coe-lum, coe-li.

Lesson V.—Pronounce: (1) lea-ti-fi-cat, ju-ven-tu-tem, forti-tu-do, mea, quam, me, re-pu-lis-ti, trix-ti, in-ce-do, af-fli-git, i-ni-mi-ces, coe-lum, mi-se-re-a-tur, tui, om-ni-po-tens, di-mis-sis, per-du-cat, vi-tam, ae-ter-nam.

Lesson VI.—Pronounce the responses following:

R. Ad Deum qui laetificat juventutem meam.

R. Qua tu es Deus, fortitudo mea; quare me repulisti, et quare tristis incedo, dum affigit me inimicus?

R. Et introibo ad altare Dei; ad Deum qui laetificat juventutem meam.

R. Spera in Deo, quonian adhuc, confitebor illi, salutare vultus mei, et Deus meus.

R. Sicut erat in principio, et nunc, et semper, et in saecula saeculorum.

Amen.

R. Add Deum, quilaetificat juventutem meam.

R. Qui fecit coelum et teram.

R. Misereatur tui Omnipotens Deus, et dismissis, peccatis tuis, perducat te ad vitam aeternam.

Lesson VII.—Pronounce: con-fi-te-or, Deo, Om-ni-po-ten-ti, be-a-tae, Ma-ri-ae, Vir-gi-ni, be-a-to, Mi-cha-e-li, Jo-an-ni, Bap-tis-tae, Pe-tro, Pau-lo, om-ni-bus, tu-bi, quia co-gi-ta-o-ne, o-pe-re, i-de-o, pre-cor, be-a-tam, Ma-ri-am, Mi-cha-el-em, Jo-an-nem, o-ra-re, Do-mi-num.

Lesson VIII.—Pronounce: (1) sa-lu-ta-re, tu-um, lae-ta-bi-tur, meus, ve-ni-at, Christi, sus-ci-pi-at, sa-cri-fi-cium, glo-ro-am, u-ti-li-ta-tem, quo-que, to-ti-us-que, Ec-cle-si-ae, suae, sanc-tae, ha-be-mus, li-be-ra, gra-ti-as.

- (2) R. Et plebs tua laetabitur in te.
- R. Et Salutare tuum da nobis.
- R. Et clamor meus ad te veniat.
- R. Et cum spiritu tuo.

### CURRENT EDUCATIONAL NOTES.

(Continued from Page 394)

Reformer and took occasion to refer to the founders of Protestantism in very uncomplimentary terms. Rabelais was a Christian Lucian of the sixteenth century, with all of Lucian's keen sensitiveness to pomp and hypocrisy but without the latter's delicacy of invective. It was Rabelais who laughed immoderately at thought of the revolt of the bad angels, convulsed at the absurdity of a creature trying issues with the Creator. And it was Rabelais who at the point of death cheerfully remarked: "Ring down the curtain—the farce is over."

### EVERYBODY'S BUSINESS.

(Continued from Page 396)

the manner in which and the extent to which we carry the principles of Catholicism into practice in our daily lives and relations, so the most important phase of English teaching is not the scheduled English lesson given by the English teacher, but the prevailing attitude of all the teachers toward spoken and written language. Literary allusions and references made incidentally in the class in chemistry or psychology or general science; the pain visible on the face of the instructor in mathematics when he encounters a squinting construction; the clearness and idiomatic quality of the principal's utterance at general assembly; the genuine enthusiasm manifested by every teacher for the great books of the race—these things are useful if the standard of English is to be maintained in our teaching and if our pupils are to leave our halls able to speak well, to write interestingly, to listen intelligently, and to read worth-while books with ever-growing delight.

### DIOCESAN SCHOOL REPORT OF ST. PAUL.

There are 96 parochial grade schools and 16 parochial high schools in the Catholic Archdiocese of St. Paul. There are, moreover, 7 parochial commercial schools. In addition to these there are 23 private and special grade schools, high schools and commercial schools conducted under Catholic auspices.

The office of superintendent of the elementary and high schools of the Archdiocese of St. Paul was created in the fall of 1919, and the incumbent of that office, Rev. James A. Byrnes, spent a year in preparation for the duties of his position, passing several months at the Catholic University of Washington. The Archbishop Ireland Educational Fund has made possible the establishment and maintenance of superintendency in the Archdiocese of St. Paul without the imposition of a special tax upon the schools.

The report of Superintendent Byrnes is a document of 32 pages, containing, besides statistics relating to the establishments under his supervision, a carefully written survey of conditions and study of problems relating to present day education. It is full of ideas and suggestions, many of which may be read with interest and profit by teachers, by parents, by pastors and by all who are concerned in the education of Catholic youth.

### "The Woodland Rosary"

The Journal acknowledges the receipt of a copy of "The Woodland Rosary—1920-21," which is the first year-book of Holy Rosary Academy, Woodland, California. The Academy enjoys a high standing scholastically, as is attested by the fact of its graduates being accredited by the State University of California. Its unusually elaborate year-book—a costly and beautiful specimen of typographical art—is dedicated as a jubilee offering to "Our Beloved Bishop, the Right Reverend Thomas Grace, D. D." It contains picturesque views of the Academy and its vicinity, group photographs of the students, and full page portraits of the Bishop of Sacramento, of Right Reverend Patrick J. Keane, D. D., Auxiliary Bishop, and of Rev. Thomas W. Horgan, pastor of Holy Rosary Church, Woodland. The varied literary contents are made up of essays in prose and verse by students of the Academy.

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### BOOK NOTICES.



**The Story of St. John Baptist de la Salle,** Founder of the Brothers of the Institute of the Christian Schools. By Brother Leo. Introduction by Most Rev. Patrick J. Hayes, D. D., Archbishop of New York. Cloth, 135 pages. Price, \$1.50 net; postpaid, \$1.60. P. J. Kenedy and Sons, New York.

The "books which are books"—how much good they do in the world! Brother Leo has performed a useful service in producing a work which deserves inclusion in this class. Himself a Christian Brother, it was natural that he should find inspiration in his subject, the Founder of the Brothers of the Christian Schools. The subject is attractive in itself. John Baptist de la Salle, born at Reims, April 30, 1651, was the eldest son of a counsellor-at-law, belonging to one of the oldest noble families in France. Exemplary in his devotion to religion from his early years, he was installed as a canon at the tender age of fifteen, and two years later began the study of theology. He was ordained to the priesthood in 1679. Born to wealth, he gave his fortune to the needy at a time of general distress. Before he was thirty he began his commitment to the educational mission to which he devoted the remainder of his life. He was the originator of much that is fundamental in the theory and practice of modern pedagogy. His book on "The Management of the Christian Schools" has been the admiration of educators for more than two centuries—Matthew Arnold paid it a glowing tribute. The simultaneous or class method of instruction was one of his innovations. Before his time each pupil learned and recited separately. Teaching all the elementary branches of learning in the language of the country was another. He realized that for such pupils as could not afford to stay long at school it was preposterous to insist on Latin. He introduced vocational training. He organized Sunday Schools. Normal schools date from his establishment for the training of teachers. To all his pupils he taught religion—and religion with him did not mean merely memorizing the catechism; it meant taking God into account in everything we do. Zealous for practical education, he could not conceive of a human being so educated who is not taught to save his soul. Yet he was not of those "who try to make the business of saving one's soul harder than it really is." "To him God was a kind and loving Father, who should be served through love rather than through fear." St. de la Salle was of a cheerful mien. Once he said to a surly worthy, "My dear brother, try not

to go around with a face like the door of a jail." In all things he was a worker for results—the best results obtainable from the means at command. Here is one of his memorable maxims: "It is a good rule to be less solicitous to know what we are to do than to do perfectly what we know should be done." St. John Baptist de la Salle died on Good Friday, April 7, 1719. He was canonized by Pope Leo XIII in 1900, and his feast day, May 15, is observed throughout the entire Catholic world. Besides being valuable for its content, Brother Leo's book is noteworthy for the freshness, directness, lucidity and strength of its literary style.

**Modern Physiology, Hygiene and Health Primer.** The Most Wonderful House in the World—Mechanics and Hygiene of the Body. By Mary S. Haviland, Research Secretary of the National Child Welfare Association, Inc. Illustrated by Katharine M. Daland. Cloth, 204 pages. Price, ..... J. B. Lippincott Company, Philadelphia.

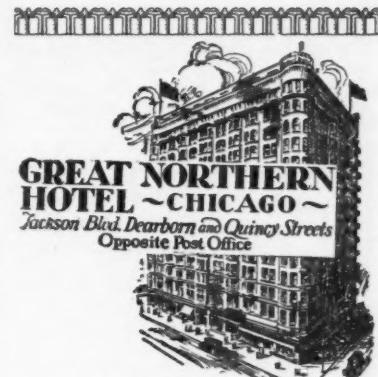
An admirable book for interesting young people in the subjects of physiology and hygiene, with a wealth of practical suggestions for the attainment and maintenance of physical well-being.

**Ave Roma Immortalis:** Studies from the Chronicles of Rome. By Francis Marion Crawford. New Edition, Revised. Illustrated. Cloth, 613 pages. Price, ..... The Macmillan Company, New York.

"A man can no more say a last farewell to Rome than he can take leave of eternity. The years move on, but she waits; the cities fall, but she stands; the old races of men lie dead in the track wherein mankind wanders always between two darknesses; yet Rome lives, and her changes are not from life to death, as ours are, but from one life to another." Marion Crawford loved Rome, and made the imperial city the subject of intelligent study. He wrote of Rome with deep sympathy, from a mind richly stored. His book will long furnish delight to cultivated readers. With the exception of the colored map, which occupies two pages, the numerous illustrations are chiefly views, many of them printed in the text, and all intended to illuminate the understanding rather than to serve as embellishments. Eight pages at the end of the volume contain plates of the arms of the later Popes and of many of the historic nobility.

**The Alo Man.** Stories from the Congo. By Marie L. Pratt-Chadwick and L. Lamprey. Illustrated by Rollin Crampton. Boards, 170 pages. Price, \$1.00 net. World Book Company, Yonkers-on-Hudson, New York.

This addition to the "Children of the World" series is as attractive as its predecessors. The stories are charming and the embellishments ad-



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mirable examples of the illustrator's art. Both the text and the pictures are notable for their simplicity and directness—avoiding the fault of those futile publications ostensibly for children which are above the comprehension of the juvenile mind.

**Negocios Con la America Espanola.**

By Earl S. Harrison. Cloth, 108 pages. Price, ..... The Gregg Publishing Company, New York.

This volume of the Gregg Modern Language Series, by the head of the Spanish Department in the Commercial High School of Brooklyn, N. Y., may be used by anyone familiar with the fundamental principles of Spanish grammar. The text is simple and the accompanying vocabulary ample. Students who have been conducted through this little book will find themselves grounded in commercial forms and idioms that will give them a practical advantage in clerical positions whose duty involves the exchange of letters with business houses in Spanish America or in the country which sent forth the expedition of Columbus.

**Social Organization in Parishes.** By

Rev. Edward F. Garesche, S. J. Cloth, 340 pages. Price, \$2.75 net. Benziger Brothers, New York.

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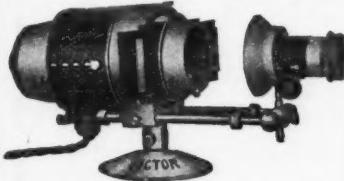
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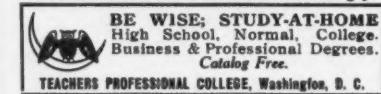
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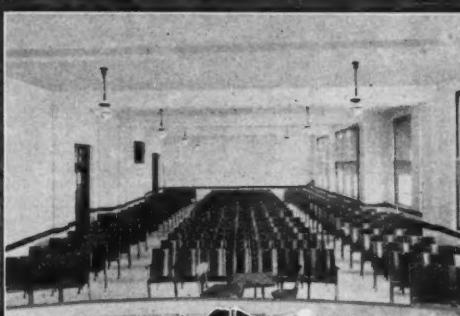
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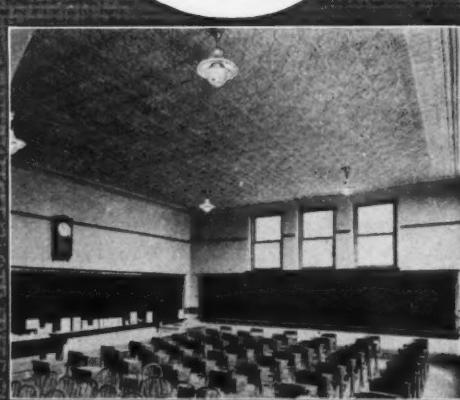
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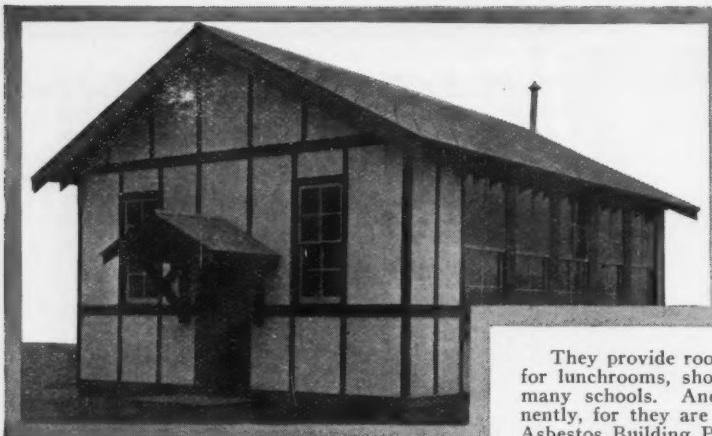
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# An Appeal to

(From Pitman's Journal,

**T**HE "OLDEST PITMANIC SYSTEM" has brought the fury of the light-line advertising Juggernaut upon its head. Far and wide the tale of wrath is spread. In a series of all-enveloping editorials, leaflets, and newspaper advertisements, admirably illustrated by an amazing wit, comes a well-prepared account—the work of a genius—of our misdeeds.

Comically enough, in one of these editorials, after indulging in an annihilating tirade, the writer tells how our evil ways have taught him to philosophize, but we fear—to take the luxury of a quotation—"there are more things in heaven and earth, Horatio, than are dreamt of in your philosophy."

Well, we are not humorists, but perhaps the moment is opportune for a brief statement of one or two facts, plainly put, that will show the actual significance of these embittered attacks. The only importance we attach to them is that they indicate a vital necessity for temporizing while significant facts are ignored. Attacks of this kind scarcely seem worth dignifying by a reply, but we think they call for an exposure in order to prevent the public being deceived to any degree by such highly distorted half-truths.

Isaac Pitman Shorthand, represented by Benn Pitman, was established in America in 1852. It was not until 1890 that Mr. Clarence Pitman brought the claims of Isaac Pitman Shorthand proper to

"Eighty-four  
Years of  
Vigorous  
Advertising"?

the attention of the American public. Mr. Gregg came to this country in 1893. Thus it is seen that both of the systems have been established here for about thirty years. Everyone interested in shorthand knows how little boosting Isaac Pitman has received at the hands of its promoters during these thirty years. New York City became the home of the system, and when we say that the merit

of the system has been the sole reason for its adoption and retention in practically every one of the New York high schools, the teachers are the best judges of the truth of that statement. The almost entire absence of propaganda on behalf of the system in all other parts of the country can also be vouched for by teachers. How strenuous the efforts of the light-line promoters have been, and the enormous cost involved, is well known. But with it all remains the uncomfortable fact that over ninety-three per cent of the New York City day and evening high schools teach Isaac Pitman Shorthand.

The vituperation we receive at the hands of our friends, the enemy, includes a profession of horror at the "elastic ethics" that permit us to advertise that nearly all the reporters of the country are Pitman'ic' writers, that is to say, they do not write pure Isaac Pitman. Because of this an assertion is made that Isaac Pitman is a poor reporting instrument. Well, we are proud of the fact, and we want everybody to know that 91 per cent of the members of the National Shorthand Reporters' Association are Pitman'ic' writers, that 92 per cent of the reporters of Washington, D. C., are Pitmanic, that the entire corps of official reporters in Congress are Pitmanic, and that fourteen out of the sixteen International Shorthand Contests have been won by Pitmanic writers.

We are proud because the principles laid down by the late Isaac Pitman have been proved to contain above all others the essentials of high speed and accurate writing, and have formed the basis on which the forty-one different adaptations of Pitman Shorthand have been built up. Like electricity, radium, or most of the discoveries and inventions which have taken their rôle in the world's affairs, the fundamental principles worked out by Isaac Pitman, and used in all the Pitman'ic' systems, have permitted constant expansion and development. Isaac Pitman Shorthand as it is known today is the result of improvements suggested from time to time by writers and teachers of the system, with the result that with the Centenary changes going into effect in 1913, we can say that we have a system that is based upon the soundest shorthand principles yet conceived, and that is the most modern in their application. It might be pointed out that Gregg Shorthand is but one of many systems based upon the light-line method of the Abbé Duployé, which can be traced to an age considerably before that of Isaac Pitman. How many changes have been made in Gregg Shorthand since Mr. Gregg brought it to this country in 1893? Which, then, is the more "antiquated," Gregg or Isaac Pitman?

"The Difference  
'ic' Makes."

# Common Sense

*February, 1922)*

So, because Pitman'ic' and not pure Isaac Pitman reporters are in the majority there is sufficient cause to boldly assert that Isaac Pitman is the poorest reporting instrument. Apparently the fact

"Few Reporters  
Using the Oldest  
Pitmanic System"?

that the Isaac Pitman reporters of New York City, the home of Isaac Pitman Shorthand, are by far in the majority is too uncomfortable to be taken into consideration. The extent of this wilful misrepresentation is clearly demonstrated by the fact that reporters using any system other than Isaac Pitman are practically unknown in England. English reporting demands the same high standards as American reporting. Yet 2,824 out of 2,849 reporters in the National Union of Journalists write Isaac Pitman. There are twenty-five writers of other systems, and five is the largest number of writers of anyone of the other systems. In the British Parliament there are in all 128 Isaac Pitman reporters, four Taylor, three Sloan-Duployan, and two Gurney. Are unpalatable considerations excluded in our competitors' system of ethics?

It is worth noting, also, that out of the fourteen Pitmanic winners of the sixteen International Contests, twelve of them have been won by Isaac Pitman writers. Further, it is significant that an Isaac Pitman writer, Nathan Behrin, a New York High School product, holds the world's records for speed and accuracy.—It is well to keep in mind that he requires and receives no special training, that is to say, he steps from the court room to the contest room. He has not taken part in the last three International Contests.

It is well known among reporters that there are as many varieties of Gregg Shorthand as there are reporters, for it has no scientific principles of abbreviation. About twenty years ago its promoters printed in their magazine a prediction that within a few years most of

Why Do So  
Few Reporters  
Write Gregg?

the official reporters of the United States would be writers of Gregg. We challenge them to print the names of the official reporters of the courts of New York City with the systems written by them, or the names of any other large group of official reporters. There are ten Pitmanic reporters for every one writer of all other systems put together. The Gregg propaganda has had about as much effect on the total official reporting in this country as a horse-fly on the progress of a horse. There are proportionately many more Pitman reporters now than there were thirty years ago when Gregg began.

The genius of Mr. Schneider in winning the National Shorthand Reporters' Association cup last year, *in spite of, and not because of*, the Gregg system, has fulfilled a long-cherished hope and opportunity, and has given rise to an unprecedented advertising campaign. Sensible folks will not overlook the fact that all the other prize winners—eight—were Pitmanic. Are the many failures of the light-line champions even to qualify in speed and accuracy contests to go unheard of and unsung?

It seems to us that one of the causes of this light-line furor is to be found in the fact that lately we have been paying more attention to advertising the claims of Isaac Pitman Shorthand. This seems to have caused no little apprehension on the part of promoters who only too well realize that superior merit, when universally known, counts for more than frantic boosting of inferior goods.

It is fairly certain, also, that the failure to produce shorthand reporters, and the comparative futility of the desperate efforts that have been made to oust Pitman Shorthand from the New York City high schools, have caused real alarm.

These rather stupid, but none the less virulent attempts to discredit Isaac Pitman Shorthand are a mighty big reflection on the good judgment of all Isaac Pitman teachers. We are sure they resent these insidious and totally unjustified attacks of our opponents, and anyway, the whole subject should be above acrimonious disputes.

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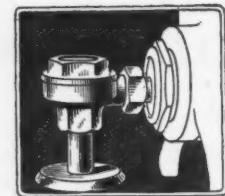
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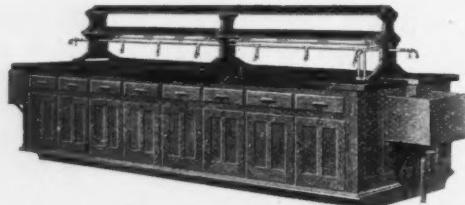
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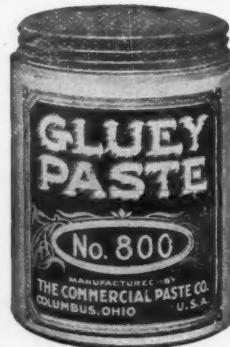
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